1992

A Comparison of Motivating Factors, Pupil Control Ideology, and Teacher Effectiveness Among High School Teachers

Letita Ann Kirk
Loyola University Chicago

A COMPARISON OF MOTIVATING FACTORS, PUPIL CONTROL IDEOLOGY, AND TEACHER EFFECTIVENESS AMONG HIGH SCHOOL TEACHERS

by

Letitia Ann Kirk

A Dissertation Submitted to the Faculty
of the School of Education

of Loyola University of Chicago in Partial Fulfillment

of the Requirements for the Degree of Doctor of Education

November
1992

Acknowledgments

I wish to acknowledge Dr. Philip Carlin, chairman of the dissertation committee, who facilitated the process of completing my dissertation. His sincere dedication as a teacher was evident when I initiated my doctoral program in 1988 and was reinforced throughout my years studying at Loyola University. His spirit, support, and patience will long be remembered.

I would also acknowledge Dr. Max Bailey and Dr. Joan Smith for their support, advice, and inspiration in completing this project.

Finally, I wish to express my sincere appreciation to my sons, Jim and Mike, for their loving support.

L.A.K.

VITA

Letitia Ann Kirk was born in Chicago, Illinois on February 23, 1943. She graduated from St. Willibrord High School in 1961.

In June of 1965, she was awarded the degree of Bachelor of Arts from St. Xavier College with a major in English. She was awarded the Master of Education Degree in Educational Administration from Governors' State University in 1984.

Ms. Kirk was employed as a teacher at Thornton Fractional South in Lansing in 1965. She began her employment in Bremen High School District 228 in 1966. Following a brief interruption in her career, Ms. Kirk resumed teaching at Tinley Park High School in 1978. Since that time, she has held numerous administrative positions at Tinley Park High School. She has chaired several committees, served as chairman of the District 228 Staff Development Committee, was a member of the South-Inter Conference Association Activities Board of Control, served on the State Board for the Illinois Director of Student Activities, was appointed to the State Speech Advisory Board, and served as President of Phi Delta Kappa, Homewood Chapter 1106. Ms. Kirk is presently the Assistant Principal at Tinley Park High School.

TABLE OF CONTENTS

Contents of Appendices

List of Tables and Figures

CHAPTER 1

INTRODUCTION AND OVERVIEW

Introduction

In July, 1986, the Education Commission of the States issued a report on new directions for school improvement entitled "What Next? More Leverage for Teachers." In prefacing the report, Bernard Gifford stated:

> If we are going to make a dent in the problems we face in public education, we are going to have to find ways of permitting talented teachers to play a much larger role. We need to find ways of giving talented people, first rate professionals, extra leverage. [1]

Administrators need to consider carefully the decisions made regarding teacher input, since experience and research are consistently pointing to the need for teachers to be intimately involved with the decision-making process in schools. The need for administrators to include rather than exclude teachers in decision-making requires administrators to be better informed regarding the needs of their staffs and more open to change than has been generally demonstrated.

In 1979, Dennis Sparks conducted a workshop in Wayne County, Michigan, entitled "Teacher Stress." One hundred and forty teachers participated in the workshop. Forty-six percent of the teachers attending were dissatisfied with their job as a whole, and an identical percentage said that, if they had to do it all over again, they would not choose teaching as a career.

According to Sparks, the stage is set for job-related stress when involvement in work is high, but feelings of power in the work setting

---

[1] Education Commission of the States, "Restructuring the Schools States Take on the Challenge". Education Week, Vol. 6, no. 12., p. 19.

are limited. Eighty-nine percent of the sampled teachers perceived that they were very much personally involved in their work. Sixty-four percent reported that their job provided them with good feelings. However, feelings of powerlessness were also high. Seventy percent of the respondents felt trapped in their present positions and ninety-one percent said they had little or no influence in curriculum or policy decisions in their school.[2] This kind of stress and dissatisfaction heralds problems for the teaching profession and for the future of the American education. Identifying sources of stress demands honesty on the part of teachers. Listening to the nature of teachers' stress requires maturity on the part of administrators. Being willing to listen to this dimension of the teaching profession is an initial step in reducing the dissatisfaction that many teachers admit exists. Transforming that dissatisfaction, in a positive way, could alter how teachers perceive themselves and their profession. That transformation will ultimately affect the future of the teaching profession.

In "Keeping Teachers Happy," J. Warren Adair suggests that school administrators have an obligation to structure the job of teaching so that teachers are able to achieve a sense of personal fulfillment. He contends that school administrators must improve the situation for teaching and learning. Administrators need to treat teachers as if they are members of the same team. If administrators did so, teachers' loyalty to the system would increase. To really feel like a professional, J. Warren Adair believes that teachers must gain some autonomy and at least share in the responsibility of planning and executing school

[2] Dennis C. Sparks, " A Biased Look at Teacher Job Satisfaction." Clearing House. May 1979, Vol. 52, p. 448.

policies.[3] Adair is not the only educator who holds this view. In recent articles by educators engaged in the profession, sharing the responsibility for education is a familiar request.

In his study discussing factors which affect the satisfaction and dissatisfaction of teachers, Sergiovanni states:

> Present thought and action relating to satisfaction and motivation of teachers appear to be based on the assumption that job factors which satisfy teachers and job factors which dissatisfy teachers are arranged on a conceptual continuum. This paper tests an alternate assumption which was proposed by Frederick Herzberg and his associates. Herzberg suggests that job factors which satisfy workers and job factors which dissatisfy workers are not arranged on a conceptual continuum but are mutually exclusive. The findings of the study reported by teachers as contributing to their job satisfaction and job dissatisfaction, were polar in a positive direction and other factors were polar in a negative direction. Achievement, recognition and responsibility were factors which contributed predominantly to teacher job satisfaction,. Interpersonal relations (students), interpersonal relations (peers), "supervision technical", school policy and administration, unfairness, status and personal life were factors which contributed predominantly to teacher dissatisfaction. Further, the satisfaction factors identified for teachers tend to focus on the work itself and the dissatisfaction factors tend to focus on the conditions of work. The results of this study tend to support the universality of Herzberg's findings.[4]

Sergiovanni then proceeded to conduct his own study, which also provides support for the hypothesis that satisfiers and dissatisfiers tend to be mutually exclusive. The study also found that the factors that contributed to satisfaction were related to the work itself. The factors that contributed to dissatisfaction were related to the environment of the work.

---

[3] J. Warren Adair, "Keeping Teachers Happy." American School Board Journal. January 1968, Vol. 55, p. 55.

[4] Thomas Sergiovanni, "Factors Which Affect Satisfaction and Dissatisfaction of Teachers." Journal of Educational Administration. May 1967, Vol. V., p. 66.

Sergiovanni's study showed that teachers derive the most satisfaction from work-centered activity. Teacher satisfaction was derived from achievement, recognition and responsibility. Teacher dissatisfaction centered on hygienic factors, directly related to the environment of work, in support of Herzberg's study.

Several studies concur that the circumstances of the work environment, including the level of bureaucracy in a work organization, may only enhance or reduce the level of work dissatisfaction experienced by the individual in his occupational role. It is often concluded that the attainment of a high level of work satisfaction is more directly linked with the nature of the work process itself and not with any features of the work environment that are peripheral to the work process.[5]

Harold Leiman found that participation of teachers in administrative decisions was definitely related to morale. Four of his conclusions were: Teachers who participate in school administration have higher morale than teachers who do not; teachers who participate in school administration have more positive attitudes toward their principals, colleagues, and pupils; teachers who participate in school administration have higher regard for themselves and the teaching profession; and female teachers seem to have higher morale than male teachers.

Factors affecting teacher satisfaction with their jobs, reported by Eldon Johnson, include: achievement, interpersonal relations, recognition, work itself, and responsibility. Policy and administration, working conditions, status, and personal life showed statistical

[5] Thomas G. Schackmuth, "Creating Job Satisfaction in a Static Teacher Market." Clearing House. January 1979. Vol. 52, p. 230.

assignments commensurable with training; fair and equitable distribution of extracurricular assignments; professional training provided through in-service programs; job security; adequate policy for leaves of absence; fair and equitable distribution of the teaching load; and salaries that are at least comparable with those of other professions requiring equal training.[9]

It appears that high morale exists to the degree that teachers freely and consciously exercise what skills, knowledge, and abilities they possess to achieve identified educational objectives, which they have actively participated in formulating. The morale issue points to the need to discuss the nature of motivation itself.

A major difficulty in defining motivation occurs because the term has no fixed meaning in temporary psychology. Definitions include other concepts such as drive, need, incentive, reward, reinforcement, goal setting and expectancy. In general, theorists have agreed that motivation refers to a process that guides individual choices among different forms of voluntary activities.[10]

In discussing motivation, two closely related terms, extrinsic and intrinsic, have been used extensively to describe and classify outcomes, rewards, motives and needs that are related to intrinsically and extrinsically initiated behavior. The following definitions regularly appear: extrinsic rewards are those provided by the organization or other people; intrinsic outcomes are those mediated within the individual and that the individual grants herself or himself. In education,

[9] Ibid., p. 5.

[10] Victor H. Vroom. Work and Motivation. New York: John Wiley and Sons, Inc., 1964, p. 6.

extrinsic outcomes may include recognition, money, promotion, harassment, high-ability students, and well-behaved students, while intrinsic outcomes may be feelings of accomplishment and achievement. Similarly, Deci asserted that intrinsically motivated behaviors are those that an individual displays to feel competent and self-determining. [11]

Rewards can be differentiated by those that are under the direct control of the individual and those that are not. Writers in education have emphasized the importance of intrinsic motivation for teachers. Bess stated that "Strong motivation is an essential ingredient in the formula for good teaching and depends fundamentally on the strength and quality of the satisfactions that can be derived from the enterprise itself. [12]

Although rewards are frequently discussed by administrators, they are not considered an integral part of what administrators need to address when considering staff development. Before administrators can accumulate appropriate and effective rewards for teachers, they must have the accurate information from teachers to gain insight into genuine motivation.

According to William Casey in "Would Bear Bryant Teach in the Public Schools? The Need for Teacher Incentives", winners come from the ranks of highly motivated individuals, not from mediocrity. Casey refers to Paul "Bear" Bryant's motto, "I ain't nothin' but a winner." It

---

[11] E.L. Deci, Intrinsic Motivation. New York: Plenum, 1975, p. 17.

[12] J.L. Bess, "The Motivation to Teach." Journal of Higher Education. 1977, Vol. 48, p. 245.

is Bryant's motto that creates winners and winners don't surface unless they're motivated.

It is due to the need for motivated teachers working within the educational institution in the country that this study has germinated. Unless administrators can gain insight into teachers' satisfiers and dissatisfiers, they will continue to practice ineffective and inappropriate policies and procedures.

Purpose of the Study

The purpose of the study is to provide administrators with pertinent information regarding teacher motivation. The study used the characteristics under the heading, job satisfaction and job dissatisfaction, as defined and described in Herzberg's Motivation Hygiene Model, to show the disparity between more effective and less effective teachers in the way they rank the characteristics of job satisfaction and job dissatisfaction. Flanagan's critical incident technique was used to identify satisfiers and dissatisfiers. The study used the Form PCI, as developed by Willower, Eidell and Hoy, to identify the pupil control ideology of teachers. The pupil control ideology of more effective teachers was compared to the pupil control ideology of less effective teachers. Using the Comparator, administrators ranked teachers. The top half of teachers ranked were considered more effective. The bottom half of the teachers ranked were considered less effective. It was assumed by the researcher that

administrators are professional educators who can determine the ranking of teachers by department.

Research Questions

This study investigated the following research questions:

1. What is the demographic and educational profile of teachers participating in the study?
2. What is the distribution of respondents by job satisfaction, job dissatisfaction, and pupil control ideology as these variables relate to teacher effectiveness?
3. What are the chi-square P-values for testing the independence of teacher effectiveness and all classification variables? Using all classification variables and teacher effectiveness as the dependent variable, what are the results of analysis of variance tests?
4. What are the chi-square P-values for testing the independence of pupil control ideology and all classification variables? Using all classification variables and pupil control ideology as the dependent variable, what are the results of analysis variance tests?
5. What is the distribution of frequency counts and percentages for respondents classified by select variables and pupil control ideology?

Scope of the Study

The sample for the study included 110 teachers in a high school in a southern suburb of Chicago. One school was chosen in order to guarantee that the criteria for ranking teachers would be more consistent. Surveys were placed in teachers' mailboxes with an addressed and stamped envelope. Based on the definition of an effective teacher presented to the supervisors at a principal's meeting, supervisors were asked to rank each teacher with every other teacher in each department, using the paired comparison technique. The study included the responses of all teachers who responded to the survey.

Definition of Terms

Custodial Pupil Control Ideology: an orientation that provides a highly controlled setting concerned with the maintenance of order.

Humanistic Pupil Control Ideology: an orientation that provides a flexible setting concerned with cooperative interaction and experience.

Less Effective Teachers: teachers who do not display their roles as facilitators of acquiring knowledge and self-discipline and are incapable of maintaining an atmosphere of mutual respect and cooperation in the classroom, as determined by the immediate supervisor.

More Effective Teachers: teachers who successfully display their roles as facilitators of acquiring knowledge and self discipline, while

maintaining an atmosphere of mutual respect and cooperation in the classroom, as determined by the immediate supervisor.

Motivation: the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals. [13]

Supervision: a function of school administration that focuses on improvement of instruction.

Pupil Control Ideology: an orientation that defines a teacher's belief system regarding the degree of control considered necessary to provide an effective environment for learning.

The following terms were defined by Herzberg in The Motivation to Work:

Motivators or Satisfiers: factors that act to increase job satisfaction, and contribute very little to job dissatisfaction, when they are present. The principal factors include achievement, recognition, the work itself, responsibility, advancement, and the possibility of growth. [14]

Hygienes or Dissatisfiers: factors that act to increase job dissatisfaction when they are not present, and contribute very little to job satisfaction when they are present. The primary

---

[13] W.K. Hoy and C.G. Miskel. Educational Administration: Theory, Research and Practice, 2nd Ed. New York: Random House, 1982, p. 137.

[14] Frederick Herzberg. The Motivation to Work. New York: John Wiley and Sons, 1959, pp. 44-59.

hygienes include company policy and administration, supervision, interpersonal relations, working conditions and salary. [15]

Recognition: the act of notice, praise or blame, either public or private, positive or negative from a supervisor, some other individual in management, a client, a peer, a professional colleague, or the general public. [16]

Achievement: the successful completion of a job, solutions to problems, vindication, and seeing the result of one's work. [17]

Possibility of Growth: the likelihood that an individual will be able to rise in the company, or the converse; the likelihood of advancing one's own skills in their profession. [18]

Advancement: an actual change in the status or position of the person in a company. [19]

Salary: events in which compensation plays a role. [20]

Interpersonal Relations: the interaction between the employee and some other individual either superior, subordinate or peer. [21]

Supervision - Technical: the competence or incompetence, fairness or unfairness of the supervisor; the supervisor's willingness or

---

[15] Ibid., pp. 44-59.

[16] Ibid., p. 45.

[17] Ibid., p. 45.

[18] Ibid., p. 46.

[19] Ibid., p. 46.

[20] Ibid., p. 46.

[21] Ibid., p. 46.

unwillingness to delegate responsibility or the supervisor's willingness or unwillingness to teach. [22]

Responsibility: satisfaction from being given responsibility for one's own work or for the work of others or being given new responsibility. [23]

Company Policies and Administration: the adequacy or inadequacy of company organization and management; the harmful or beneficial effects of company policies. [24]

Working Conditions: the physical conditions of work, the amount of work, or the facilities available for doing the work; adequacy or inadequacy of ventilation, lighting, tools, space and other environmental characteristics. [25]

Work Itself: the actual doing of the job or the tasks of the job, as a source of good or bad feelings, whether it is routine or varied, relative or stultifying, overly easy or overly difficult. [26]

Factors in Personal Life: an aspect of the job that affects personal life so that the effect is a factor in the respondent's feelings about their job. [27]

---

[22] Ibid., p. 47.

[23] Ibid., p. 47.

[24] Ibid., p. 48.

[25] Ibid., p. 48.

[26] Ibid., p. 48.

[27] Ibid., p. 49.

Status: some sign that affects one's feelings about his job. [28]

Job Security: objective signs such as tenure or company stability. [29]

[28] Ibid., p. 49.

[29] Ibid., p. 49.

CHAPTER 2

REVIEW OF RELATED LITERATURE

HERZBERG'S MOTIVATOR-HYGIENE THEORY

Conceived and developed by Frederick Herzberg, the Motivator-Hygiene Theory departs from conventional theories connected with motivation by suggesting that one set of factors contributes to a person's job satisfaction, while a separate set of factors contributes to job dissatisfaction. Herzberg, Mausner, and Snyderman conducted a study of 203 accountants and engineers to test the dual factor theory in 1959. Using Flanagan's critical incident technique, Herzberg asked employees to identify two incidents, one that was most satisfying and one that was most dissatisfying. As a result of the study, Herzberg identified two sets of factors, one set contributed to employee's satisfaction and one set which contributed primarily to dissatisfaction. The set of factors related to satisfaction were termed satisfiers or motivators, while the set of factors related to dissatisfaction were called hygienes. A summary of Herzberg's theory follows:

1) Job satisfaction and job dissatisfaction are on two separate continuums.

2) The opposite of job satisfaction is no job satisfaction.

3) The opposite of job dissatisfaction is no job dissatisfaction.

4) Determined by the feelings of each individual, job satisfaction refers to the job itself rather than peripheral concerns. Job satisfiers include:

a) task achievement

b) recognition for achievement

c) intrinsic interest in the task

d) increased task responsibility

e) advancement or occupational growth

f) the possibility of occupational growth

5) Decided by the feelings of each individual, job dissatisfaction refers to the context or environment in which the work is accomplished. These factors include:

a) company policy and administration

b) technical supervision

c) working conditions

d) salary

e) status

f) interpersonal relationships with subordinates

g) interpersonal relationships with peer

h) interpersonal relationships with superiors

i) job security.

j) personal life.

6) The satisfiers serve to support the human need to exercise one's capabilities. This growth can occur only when an employee has an opportunity to achieve success in the performance of a task.

The satisfiers are called motivators, emphasizing the individual's active responsibility for growth.

7) The dissatisfiers support the human need to avoid unpleasant experiences. The dissatisfiers are called hygiene factors, since attention to them serves to prevent dissatisfaction while at work.

In Work and the Nature of Man, Herzberg elaborated on the philosophical basis of his theory. Characterizing the nature of man in a biblical dichotomy, Herzberg personified the animalistic nature of man by Adam. In Adam's role, "his overriding goal as an animal is to avoid the pain inevitable in relating to the environment." [30] Herzberg used Abraham to depict the human side of man, portraying man as "a human being who seems to be impelled to determine, to discover, to achieve, to actualize, to progress and add to his existence." [31] Herzberg suggested that employers must consider both sides of the nature of man.

In The Managerial Choice, Herzberg underscored the importance of understanding both sides of the nature of man. Since human beings seek to satisfy two basic need systems, the management of people involves two problems - the proper management of hygiene needs and the proper management of the motivators.[32] According to Herzberg, five rules outline the proper administration of the pain being experienced by an employee. The rules include: 1) identify the type of hygiene problem, 2) give hygiene for hygiene purposes, 3) give hygiene for what hurts, 4) keep hygiene administration simple, and 5) give it and shut up about it.[33] Regarding motivators, Herzberg holds the following beliefs: 1) the psychological basis of motivation is the

---

[30] Frederick Herzberg. Work and the Nature of Man. New York: World Publishing Company. 1966, p. 187.

[31] Ibid., p. 187.

[32] Frederick Herzberg. The Managerial Choice: To Be Efficient and To Be Human. Homewood, IL: Dow Jones-Irwin, 1976, p. 84.

[33] Ibid., p. 93.

need for personal growth, 2) there are limited sources of motivator satisfaction, 3) motivator improvements have long-term effects, 4) motivators are addictive in nature, 5) there are answers to motivator needs.[34] In Chapter 3 of The Managerial Choice, Herzberg give a formula for motivation.

$$\text{Motivation} = f\left(\frac{\text{Ability}}{\text{Potential}} : \frac{\text{Opportunity}}{\text{Ability}} : \text{What is reinforced}\right)$$

Herzberg's findings were replicated in a study of male supervisors employed by public utility companies (Schwartz, Jenusaitis, and Stark, 1963). Factors related to the job itself were more frequently seen in connection with positive experiences and job-context factors were more frequently mentioned with negative experiences. These researchers found no significant relationships between story content and either demographic variables, such as age and education, or personality characteristics. [35]

Herzberg's explanation of these findings is that favorable job-content factors such as achievement and the work itself tend to produce satisfaction, but their absence does not tend to produce dissatisfaction. Also, the unfavorable job context factors like poor supervision or working conditions tend to produce dissatisfaction but their absence does not produce satisfaction. [36]

However, it is still possible that obtained differences between stated sources of satisfaction and dissatisfaction stem from defensive

[34] Ibid., p. 101.

[35] Op. Cit, Vroom, p. 127.

[36] Op. Cit, Vroom, p. 128.

processes within the individual respondent. Individuals may be more likely to attribute the courses of satisfaction to their own achievements.

Individuals may also be more likely to attribute their dissatisfaction to factors in the work environment rather than to personal inadequacies.[37] Herzberg and his associates deserve credit for directing attention toward the psychological effects of job content, a problem of significance in a changing world.

Herzberg contends in "Where Is the Passion.... and the Other Elements of Innovation?" that the individual himself is the key to innovation. Herzberg identifies ten key characteristics of innovative people. The key characteristics include: 1) Intelligence quotient, 2) Subject-matter expertise, 3) Unconventionality, 4) Effectiveness in ambiguity, 5) Feeling the self, 6) Ability to separate motivator from hygiene values, 7) Control of anxiety, 8) Control of careerism, 9) Intuition, and 10) Passion.[38] Herzberg suggests specific actions for management in order to support innovation. His suggestions include:

1) Focus the intelligence of employees on the product and the customer.
2) Enhance subject-matter expertise with hands-on learning.
3) Encourage unconventional answers and questioning.
4) Encourage employees to feel the pleasure, the adventure, of ambiguity and uncertainty.
5) Avoid forcing employees to explain and justify themselves.

---

[37] Op. Cit, Vroom, p. 129.

[38] Frederick Herzberg. "Where Is the Passion....and Other Elements of Innovation?" Industry Week, November 1985, Vol. 11, p. 37-43.

6) Help employees to separate growth motivator values from hygiene values.

7) Don't confuse the motivator anxiety of "Can I do It?" with the hygiene anxiety of "Do I Fit In?"

8) Reinforce accomplishment rather than careerism.

9) Don't over think. Put some trust in sensuous intuition.

10) Enjoy the passion.[39] As Herzberg concludes, passion is in the child's laughter of discovery. Adults need to have some time at work to experience that laughter of discovery.

In "What Should I Do? Participation: Harmony or Conflict?", Herzberg presents yet another solution to the employee's need to self-actualize. Herzberg contends that managers need to recognize the existential need to leave some room for "I'll do it my way." [40] How should an employee participate? The standard answer of most organizations is: "You should do it our way." The Eastern ego will accept this answer, since the focus of its participation is to seek harmony.

The Western ego will not accept this philosophy. The individual says, "I'll do it my way", while management contends, "You must be a team player." According to Herzberg, unless employees have the possibility of individual variability, employees will not find meaning in the content of their participation and motivation to work will diminish. [41]

---

[39] Ibid., p. 43.

[40] Frederick Herzberg. "What Should I Do? Participation: Harmony or Conflict?" Industry Week, November 1984. Vol. 223, p. 59.

[41] Ibid., p. 61.

Americans tend to believe that Japanese who begin work with the company song and calisthenics are satisfied with the way their companies treat them, even if they have boring jobs. However, a 1981 "critical incidents" study of a variety of jobs in Japan conducted by Y. Kobayashi and I. Igarashi of Tohoku University shows that events which make Japanese workers feel very good on the job are seldom related to hygienic factors. The events that make the workers feel good involve motivating factors - the same factors that bring job satisfaction to workers in the West.

Kobayashi and Igarashi conclude:

> These results were not consistent with the view implied in discussions with Japanese management that Japanese find their job satisfaction in interpersonal relationship or in unification with organizations. [42]

In Herzberg's mind, the satisfying elements in a job are the same for workers in the United States, as well as Japan, because human nature is inherently the same East and West, regardless of differences in culture.

Eastern cultures, like cultures everywhere, have always had to rely on the creative abilities of individuals, but their overemphasis on harmony goals has tended to over-control and discourage creativity much more than in the West, and to make workers less effective when they encounter the loneliness and ambiguity of independent thought. In order to get the creativity they now seek, and to continue to grow, Japanese organizations and those of the Eastern cultures are going to have to give individuals more psychological space for experiment, not

---

[42] Frederick Herzberg. "Seeking Answers That Motivate", Industry Week. December 1984. Vol. 10, p. 52.

more managerial boot camps where they learn patience in pursuing the meaningless tasks. [43]

Herzberg's position in "Workers Needs: The Same Around the World" is that managers do not motivate employees by giving them higher wages, more benefits, or new status symbols. Herzberg believes that employees are motivated by their own inherent need to succeed at a challenging task. The manager needs to provide opportunities for people to achieve so that they become motivated.[44] Herzberg reinforces through his studies in Europe, Israel and Japan that managers who want people to be motivated to do a good job need to give them a good job to do. When managers deny human beings motivating work, they force them into a pattern of seeking satisfaction with hygienes. This pattern causes great dependency, rage, and hostility, which must be expressed - in strikes, revolutions, or terrorism.

Herzberg suggests a series of steps for managers to utilize in developing job enrichment. They include:

1) Select those jobs in which (a) the investment in industrial engineering does not make changes too costly, (b) attitudes are poor, (c) hygiene is becoming very costly, and (d) motivation will make a difference in performance.

2) Approach these jobs with the conviction that they can be changed. Years of tradition have led managers to believe that the content of the jobs is sacrosanct and the only scope of action that they have is in ways of stimulating people.

3) Brainstorm a list of changes that may enrich the jobs, without concern for their practicality.

---

[43] Ibid., p. 54.

[44] Frederick Herzberg. "Worker's Needs: The Same Around the World." Industry Week, September 1987, Vol. 21, p. 29.

4) Screen the list to eliminate suggestions that involve hygiene, rather than actual motivation.

5) Screen the list for generalities, such as "give them more responsibility," that are rarely followed in practice. This might seem obvious, but the motivator works have never left industry; the substance has just been rationalized and organized out. Words like "responsibility," "growth," "achievement," and " challenge, " for example, have been elevated to the lyrics of the patriotic anthem for all organizations. It is the old problem typified by the pledge of allegiance to the flag being more important than contributions to the country - of the following the form, rather than the substance.

6) Screen the list to eliminate any horizontal loading suggestions.

7) Avoid direct participation by the employees whose jobs are to be enriched. Ideas they have expressed previously certainly constitute a valuable source for recommended changes, but their direct involvement contaminates the process with human relations hygiene and, more specifically, gives them only a sense of making a contribution. The job is to be changed, and it is the content that will produce the motivation, not attitudes about being involved or the challenge inherent in setting up a job. That process will be over shortly, and it is what the employees will be doing from then on that will determine their motivation. A sense of participation will result only in short-term movement.

8) In the initial attempts at job enrichment, set up a controlled experiment. At least two equivalent groups should be chosen, one an experimental unit in which the motivators are systematically introduced over a period of time, and the other one a control group in which no changes are made. For both groups, hygiene should be allowed to follow its natural course for the duration of the experiment. Pre- and post-installation tests of performance and job attitudes ar necessary to evaluate the effectiveness of the job enrichment program. The attitude test must be limited to motivator items in order to divorce employees' views of the jobs they are given from all the surrounding hygiene feelings that they might have.

9) Be prepared for a drop in performance in the experimental group the first few weeks. The changeover to a new job may lead to a temporary reduction in efficiency.

10) Expect your first-line supervisors to experience some anxiety and hostility over the changes you are making. The anxiety comes from their fear that the changes will result in poorer performance for their unit. Hostility will arise when the employees start assuming what the supervisor regard as their own responsibility for performance. The supervisor without checking duties to perform may then be left with little to do.[45]

Herzberg further reminds employers that job enrichment will not be a one time proposition, but a continuous managerial function. Changes must occur over a long period of time. If changes are gradual, the changes should bring the job up to the level of challenge commensurate with the skill that was hired. The nature of motivators is such that they have a much longer term effect on employee's attitudes.

Flanagan's Critical Incident Technique

Originally developed by industrial psychologists, the critical incident technique presents an excellent means of investigating behavior, particularly the effectiveness of specific behavior in fulfilling educational purposes.[46] The goal of Flanagan's work is usually the evaluation of job performance or the development of a selection device. The choice of critical incidents, therefore, is based on a need to specify good or bad behavior on the job. The choice of incidents is

---

[45] Frederick Herzberg. "How Do You Motivate Employees?" Harvard Business Review. September-October 1987, p. 116.

[46] John E. Corbally, Jr., "The Critical Incident Technique and Educational Research", Educational Research Bulletin, March 1956. Vol. 35, p. 58.

based on the employee's judgment of his psychological state during work, an internal criterion. [47]

Flanagan's critical incident technique is essentially a procedure for gathering certain important facts concerning behavior in certain situations. The critical incident technique is a flexible set of principles which must be modified according to the specific situation at hand. In this study, teachers were given a set of instructions related to their motivation and satisfaction. They were asked to relate each incident as clearly and concisely as possible. Teachers were asked to reflect on their past and current teaching experiences, to identify an incident that was the most satisfying to them, relate how they felt after the experience, and estimate the intensity of the experience. Teachers were also asked to identify an incident that was the most dissatisfying, relate how they felt after the experience, and estimate the intensity of the experience.

Once the incidents were identified by the teachers, the incidents were classified according to Herzberg's motivators and hygiene factors.

Pupil Control Ideology Theory

Educators, as well as the American public, see pupil control as an important aspect of life in schools. Control implies standards of behavior that are requirements. If these standards of behavior are not adhered to, then sanctions are imposed. According to Willower et al.,

---

[47] Op. Cit. The Motivation to Work, p. 12.

two distinct prototypes of pupil control orientation exist: custodial and humanistic.

> The rigidly traditional school serves as a model for the custodial orientation. This kind of organization provides a highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. They are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Teachers do not attempt to understand student behavior, but, instead, view it in moralistic terms. Misbehavior is taken as a personal affront. Relationships with students are maintained on as impersonal a basis as possible. Pessimism and watchful mistrust imbue the custodial viewpoint. Teachers holding a custodial orientation conceive of the school as an autocratic organization with rigidly maintained distinctions between the status of teachers and that of pupils: Both power and communication flow downward, and students are expected to accept the decisions of teachers without question. [48]

> The model of the humanistic orientation is the school conceived of as an educational community in which members learn through interaction and experience. Students' learning and behavior is viewed in psychological and sociological terms rather than moralistic terms. Learning is looked upon as an engagement in worthwhile activity rather than the passive absorption of facts. The withdrawn student is seen as a problem equal to that of the overactive, troublesome one. The humanistic teacher is optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, students will be self-disciplining rather than disciplined. A humanistic orientation leads teachers to desire a democratic classroom climate with its attendant flexibility in status and rules, open channels of two-way communication, and increased student self-determination. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions. [49]

It is generally held that an individual's belief system has an important influence on his values and attitudes. Rokeach suggested that the belief-disbelief system can be reduced to a single dimension,

---

[48] Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy. The School and Pupil Control Ideology. Pennsylvania: The Pennsylvania State University, 1967, p. 5.

[49] Ibid., p. 6.

which can be classified as "open-minded to closed-minded" dimension. From Rokeach's perspective, the open-minded person sees the world as a friendly place. The closed-minded individual sees the world as a threatening place. To the extent that the cognitive need to know is predominant in the individual and the need to ward off threat is absent, an open belief system will exist. As the need to ward off threat becomes stronger, a more closed belief system will exist. Based on research, it seems reasonable to conclude that the more open-minded the teacher, the greater the tendency toward a humanistic pupil control orientation. [50]

Previous research indicates that pupil control is a significant aspect in schools. Zelei reported that teachers' sense of power was positively associated with a humanistic pupil control ideology. Based on Zelei's research and other similar studies, it appears that when teachers feel a sense of power in school concerns, they are more likely to exhibit consistency in their pupil control beliefs and behavior.

Based on Lunenburg's study, a custodial pupil control orientation stresses the maintenance of order, distrust and a moralistic view of behavior. A humanistic pupil control orientation emphasizes the sociological and psychological bases of learning and behavior, trust and self-discipline. [51]

---

[50] Ibid., p. 32.

[51] F.C. Lunenburg and R.R. O'Reilly, "Personal and Organizational Influence on Pupil Control Ideology." The Journal of Experimental Education. Spring 1974. Vol. 42, p. 31.

Pupil Control Ideology Instrument

The PCI is a twenty item Likert-type device that measures pupil control ideology on a humanistic-custodial continuum. A humanistic ideology holds that students are trustworthy and capable of self-discipline; its orientation toward pupils is sympathetic understanding. A custodial ideology views students as irresponsible persons who require strict regulation; its orientation toward pupils is moralistic and punitive. Split half reliabilities for the instrument are above .91. Validation was based on comparisons of the test scores for teachers judged to be humanistic or custodial. Scoring range on the instrument is from 20 to 100. The higher the score, the more custodial the Pupil Control Ideology of the respondent.[52]

The Comparator

Administrators participating in the study were encouraged to use the Comparator as a device to simplify the paired comparison technique, one of the classic procedures for ranking. The paired comparison technique will yield ratings of greater reliability and validity than those obtained by other rating-scale techniques. Guilford states:

> The range of applicability of the method of pair comparisons is so great that not all the specific uses can be referred to here...The application to the evaluation of individuals on some trait of personality or character or on their value to a certain employer would seem to have great possibilities. It might replace the less

[52] A. Ray Helsel and Donald J. Willower, "Toward Definition and Measurement of Pupil Control Behavior." Journal of Educational Administration, 1971, p. 118.

> accurate and less valid methods of rating scales, where more exacting practical or experimental work needs to be done. The results might very well serve as the criterion of validity against which to check any of the less accurate or less dependable methods of evaluating stimuli, either person or things, attributes or opinions, wherever the results of those less reliable methods are held in question. [53]

For the specific purpose of appraising job performance, the method of paired comparisons involves comparing every individual to be assessed with every other individual and making an explicit judgment as to which of each pair is the better performer on the job. In the past, the disadvantages of the paired comparison technique have been that is implementation is laborious and its scoring tedious. The Comparator method simplifies both of these procedures and makes the actual task of rating more intriguing.

The Comparator procedure is untimed, but raters were advised to go through it quickly and to give their first reactions in making the comparisons. The results of the raters were used in determining two groups, Group A, to designate the more effective teachers and, Group B, to designate the less effective teachers.

---

[53] J.P. Guilford, Psychometric Methods. New York: McGraw-Hill Book Company, Inc., 1954, p. 48.

CHAPTER 3

RESEARCH METHODOLOGY

Research Methodology

The motivation of teachers and their pupil control ideology has been a concern of administrators for several years. Many studies considering these issues have extended research to include elementary, secondary, and college teachers. This study, however, focuses on the secondary level only. In an attempt to provide consistent assessment of teachers, this study considers only one faculty from a south suburban high school.

Problem Statement

The problem under investigation in this study focuses on the relationships between job satisfaction, job dissatisfaction, and the pupil control ideology of more effective and less effective teachers and teacher effectiveness.

Sample

The invited sample for this study was drawn from a south suburban high school. The actual sample includes responses of 72 teachers from a faculty of 110 teachers, a response rate of 65 percent.

Instrumentation

Two questionnaires were prepared to determine the satisfaction and dissatisfaction of teachers based on Flanagan's Critical Incident Technique. One questionnaire centered on the satisfaction of teachers. A second questionnaire focused on the dissatisfaction of teachers.

In order to arrive at teachers' pupil control ideology, the PCI was utilized. Developed by Willower, Eidell and Hoy, the PCI is a 20 item Likert-type device that measures pupil control ideology on a humanistic-custodial continuum. A humanistic ideology holds that students are trustworthy and capable of self-discipline, its orientation toward students is sympathetic and understanding. A custodial ideology views students as irresponsible, requiring strict regulations, its orientation toward students is moralistic and punitive.

Based on a definition of an effective teacher, supervisors were asked to rank each teacher with every other teacher in a department by using the paired comparison technique, one of the classic procedures for ranking. For the purpose of appraising job performance, the method of paired comparisons involves comparing every individual to be assessed with every other individual and making an explicit judgment as to which of each pair is the better performer on the job.

Data Collection

It was necessary to solicit a high school that would be interested in obtaining information regarding motivation and pupil control ideology on its staff. It was critical to the investigator that the administrators participating in the study be open to the information gathered and be willing to consider some new strategies for staff development. When presented with the purpose of the study, many administrators expressed interest in the project. However, as soon as they were asked to rank teachers, many administrators declined participating in the study. Also, since the study considered two major areas of investigation, some administrators felt the study was considerably more involved than they preferred. Finally, after discussing the study with eleven different high school districts, one district and one high school surfaced as ideal for the study.

Having discussed the study with the assistant superintendent of instruction and receiving tentative approval for the study, the investigator was asked to contact the building principal to discuss the study. The principal, after hearing the purpose of the study, expressed a strong desire to participate in the study. The principal requested the investigator attend a Principal's meeting to explain the study and solicit the support of other administrators. In early May, 1992, the investigator explained the purpose of the study and received enthusiastic support to initiate the study. During the meeting the investigator asked the administrators to rank the teachers as to their effectiveness, using the comparator.

Questionnaire packets were placed in all teachers' mailboxes. Each packet contained a cover letter from the investigator, expressing the principal's interest and endorsement of the project, a questionnaire related to satisfiers, a questionnaire related to dissatisfiers, the Pupil Control Ideology form, and an information sheet. A total of 110 questionnaires were distributed. Seventy-two questionnaires were returned to the investigator by July 1, 1992. The questionnaires were read and catalogued according to Herzberg's satisfiers and dissatisfiers. The teachers were ranked by administrators in May and their rankings were received the researcher on June 14, 1992.

The Pupil Control Ideology Test was scored. Data from demographic information, satisfiers and disssatisfiers, and pupil control ideology was used to determine how these variables related to teacher effectiveness.

CHAPTER 4

RESULTS

RESULTS

This chapter presents the results of the study and the analysis of the data. The statistical analysis system version 6.04 was used in this study. It is organized around the research questions of the study and addresses the following areas of investigation: a) the demographic and educational profile of teachers participating in the study; b) a comparison of job satisfiers of more effective and less effective teachers; c) a comparison of job dissatisfiers of more effective and less effective teachers; d) a comparison of the pupil control ideology of more effective and less effective teachers; e) chi-square P values for testing the independence of teacher effectiveness and all classification variables; f) chi-square P-values for testing the independence of pupil control ideology and all classification variables; g) the distribution of frequency counts and percentages for respondents classified by select variables and pupil control ideology; and h) analysis of variance tests.

Teachers' Profile

RESEARCH QUESTION ONE:

What is the demographic and educational profile of teachers participating in the study?

This section contains the demographic and educational profile of teachers participating in the study. A profile of several areas is found on Table 1.

Demographic Characteristics

Half of the respondents were female and half were male.

The single category included respondents who were never married, divorced, or widowed. Thirty-six percent of all respondents fell within the single category.

The data indicated that sixty-four percent of the respondents were married.

Table 1 indicated the distribution of age in the following manner:

20-29 years.....17%

30-39 years.....19%

40-49 years.....36%

50-59 years.....26%

60-69 years.....1 %

Table 1 reflected the experience of the respondents as follows:

1-10 years.....15%

11-20 years.....39%

21-30 years.....36%

31-40 years.....10%

Table 1 defined the level of education in the following way:

Bachelor's Degree .....7 %

Additional Credits 26%

Master's Degree 11%

Additional Credits 54%

Doctorate.....1 %

TABLE 1
DEMOGRAPHICS

Gender		
Male	36	(50%)
Female	36	(50%)
Marital Status		
Single	26	(36%)
Married	46	(64%)
Age		
20-29 Years	12	(17%)
30-39 Years	14	(19%)
40-49 Years	26	(36%)
50-59 Years	19	(26%)
60-69 Years	1	(1%)
Experience As An Educator		
1-10 Years	11	(15%)
11-20 Years	28	(39%)
21-30 Years	26	(36%)
31-40 Years	7	(10%)
Level Of Education		
Bachelor's Degree	5	(7%)
Bachelor's Degree Plus Additional Credits	19	(26%)
Master's Degree	8	(11%)
Master's Degree Plus Additional Credits	39	(54%)
Doctoral Degree	1	(1%)
Number Of Respondents	72	

RESEARCH QUESTION TWO:

What is the distribution of respondents by job satisfaction, job dissatisfaction, and pupil control ideology as these variables relate to teacher effectiveness?

Table 2 displayed the distribution of frequency counts and percentages for respondents classified by job satisfaction, job dissatisfaction and pupil control ideology as these variables relate to teacher effectiveness.

Regarding job satisfaction, the data showed that 54% of more effective teachers indicated the work itself was the main source of job satisfaction. Forty-three percent of more effective teachers identified recognition as the source of job satisfaction.

The data about job satisfaction showed that 46% of less effective teachers identified the work itself as the source of job satisfaction, while 57% of less effective teachers saw recognition as the source of job satisfaction.

Combining the data about more effective and less effective teachers showed that 90% of all respondents considered the work itself the primary reason for job satisfaction. Ten percent of all respondents identified recognition as the main reason for job satisfaction. See Figure 2.1

In the area of job dissatisfaction, more effective teachers identified seven areas of job dissatisfaction. Using the data from all 72 respondents, the job dissatisfiers were:

Technical Supervision.....39%

Conditions.....29%

Policy 14%

Relationships with Subordinates.....6 %

Relationships with Supervisors.....6 %

Relationships with Peers .....4 %

Salary.....2 %

See Figure 2.2

Table 2 showed that 64% of the respondents were humanistic, while 36% were custodial.

Sixty-five percent of the more effective teachers were primarily humanistic, while thirty-five percent of the humanistic teachers were less effective. Thirty-one percent of the more effective teachers were custodial, while sixty-nine percent of less effective teachers were custodial. See Figure 2.3.

Since the work itself is a significant factor in determining job satisfaction for teachers, discussing its significance is worth thoughtful consideration. Once clerical tasks are completed, teachers can engage in creating effective learning models to meet their objectives. Teachers have the option of utilizing whatever knowledge and resources they want to accomplish those objectives. They can use whatever ingenuity and creativity they want to accomplish their goals. In addition, teachers can determine their own teaching strategies. This kind of autonomy allows teachers the opportunity to make some critical decisions about what will take place in the classroom. It is this part of the teaching process that allows teachers to realize their own potential, as

well as their significance in the world. Teacher's interactions with students allows them to make a difference in students' lives and the future.

Creating good working conditions, fair administrative policies, and effective supervision is the responsibility of administrators. In all three areas, administrators must be aware of teachers' perceptions and be willing to communicate on a regular basis regarding these issues. As realized through student assessment, effective supervision supports teachers in accomplishing learning objectives. Eliminating job dissatisfiers should be a priority for administrators.

Table 2

Distribution of Frequency Counts and Percentages for Respondents Classified by Select Variables and Teacher Effectiveness.

	Teacher Effectiveness		
	Yes	No	Total
Job Satisfaction			
Work	35 (54%)	30 (46%)	65 (90%)
Recognition	3 (43%)	4 (57%)	7 (10%)
Job Dissatisfaction			
Supervision	15 (54%)	13 (46%)	28 (39%)
Conditions	10 (48%)	11 (52%)	21 (29%)
Policy	4 (40%)	6 (60%)	10 (14%)
Subordinates	3 (75%)	1 (25%)	4 (6%)
Superiors	2 (50%)	2 (50%)	4 (6%)
Peers	3 (100%)	0 (0%)	3 (4%)
Salary	1 (50%)	1 (50%)	2 (2%)
Pupil Control Ideology			
Humanistic	30 (65%)	16 (35%)	46 (64%)
Custodial	8 (31%)	18 (69%)	26 (36%)
Number of Respondents			72

Figure 2.1.
Teacher Effectiveness

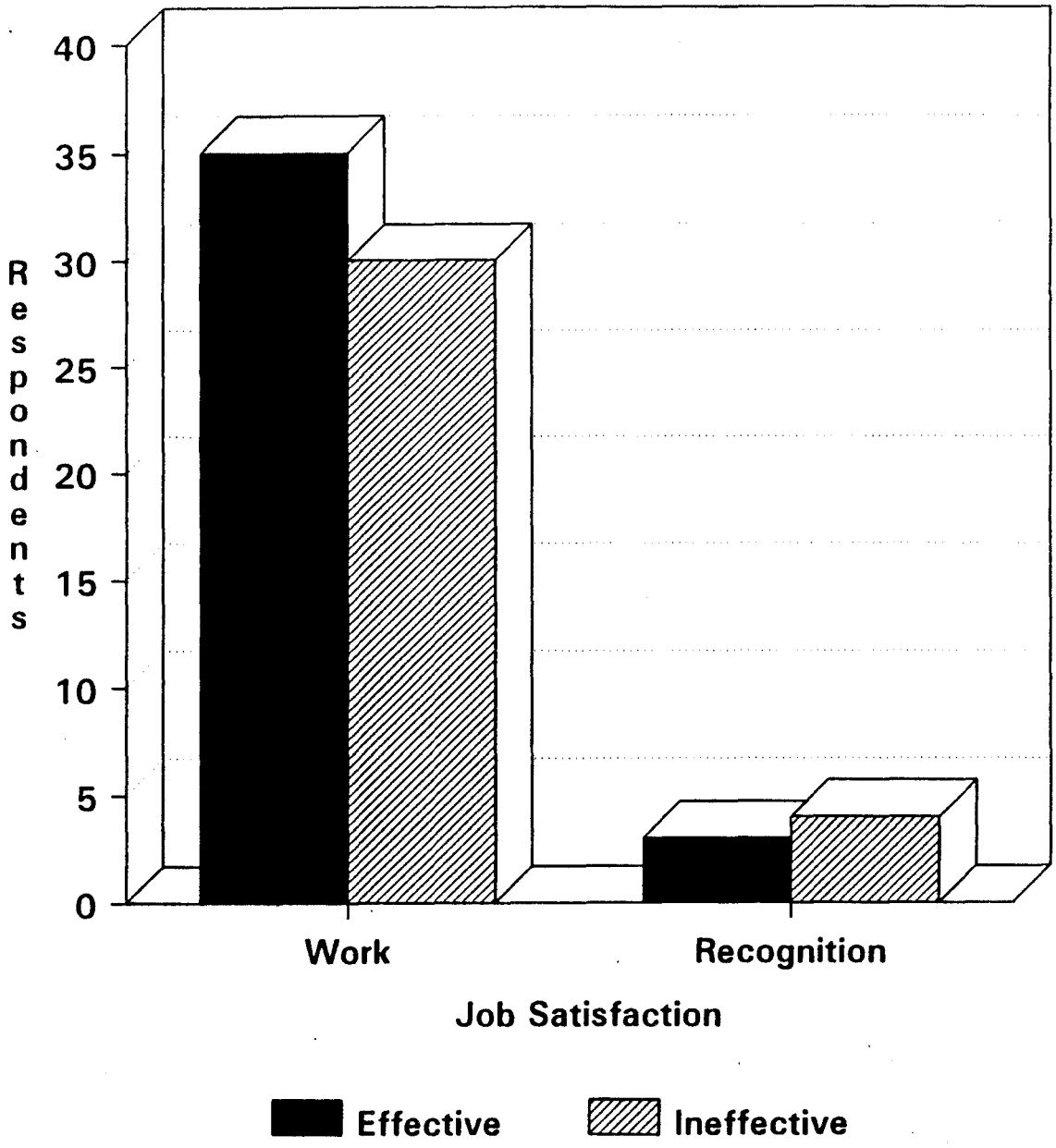


Figure 2.2.
Teacher Effectiveness

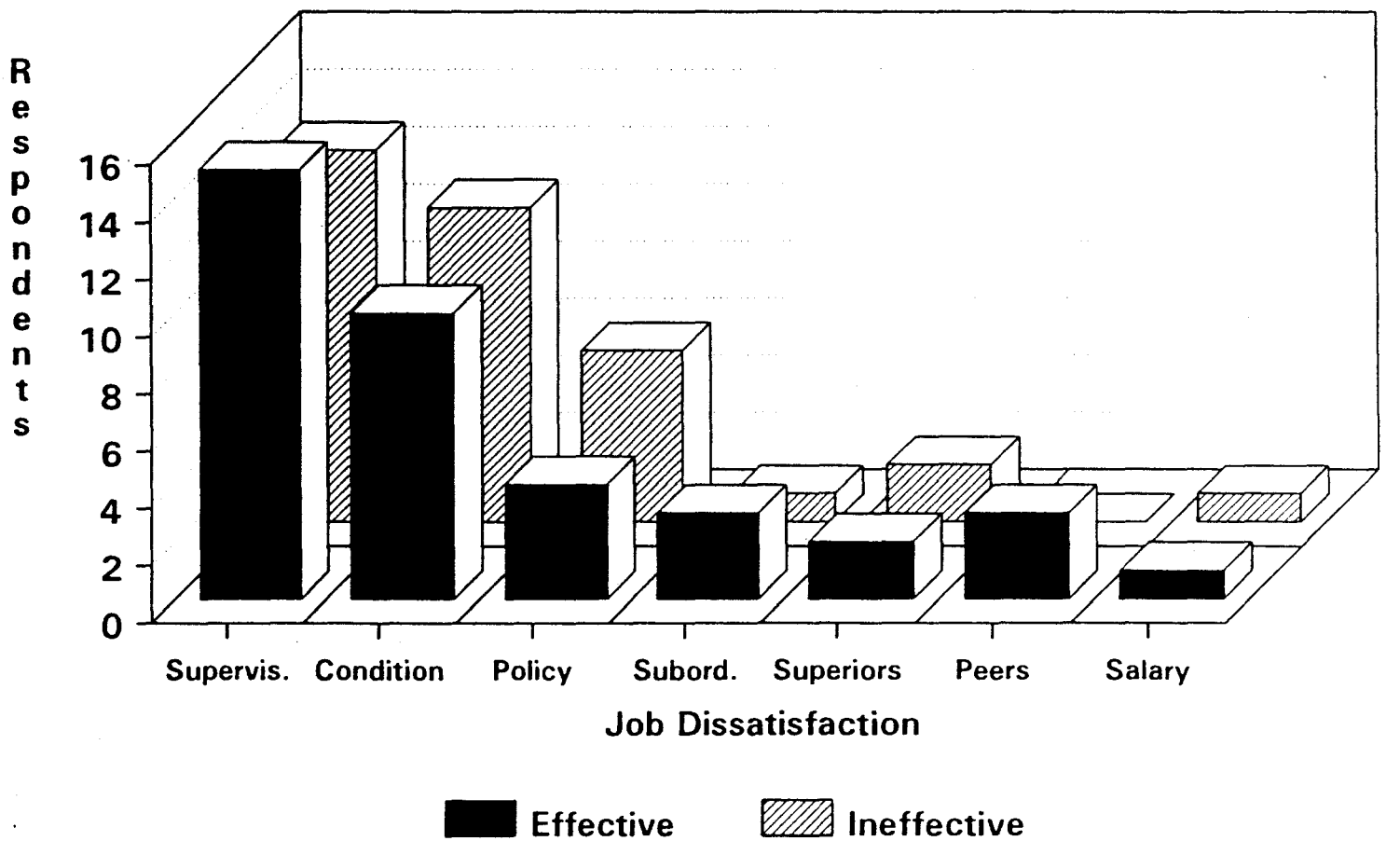
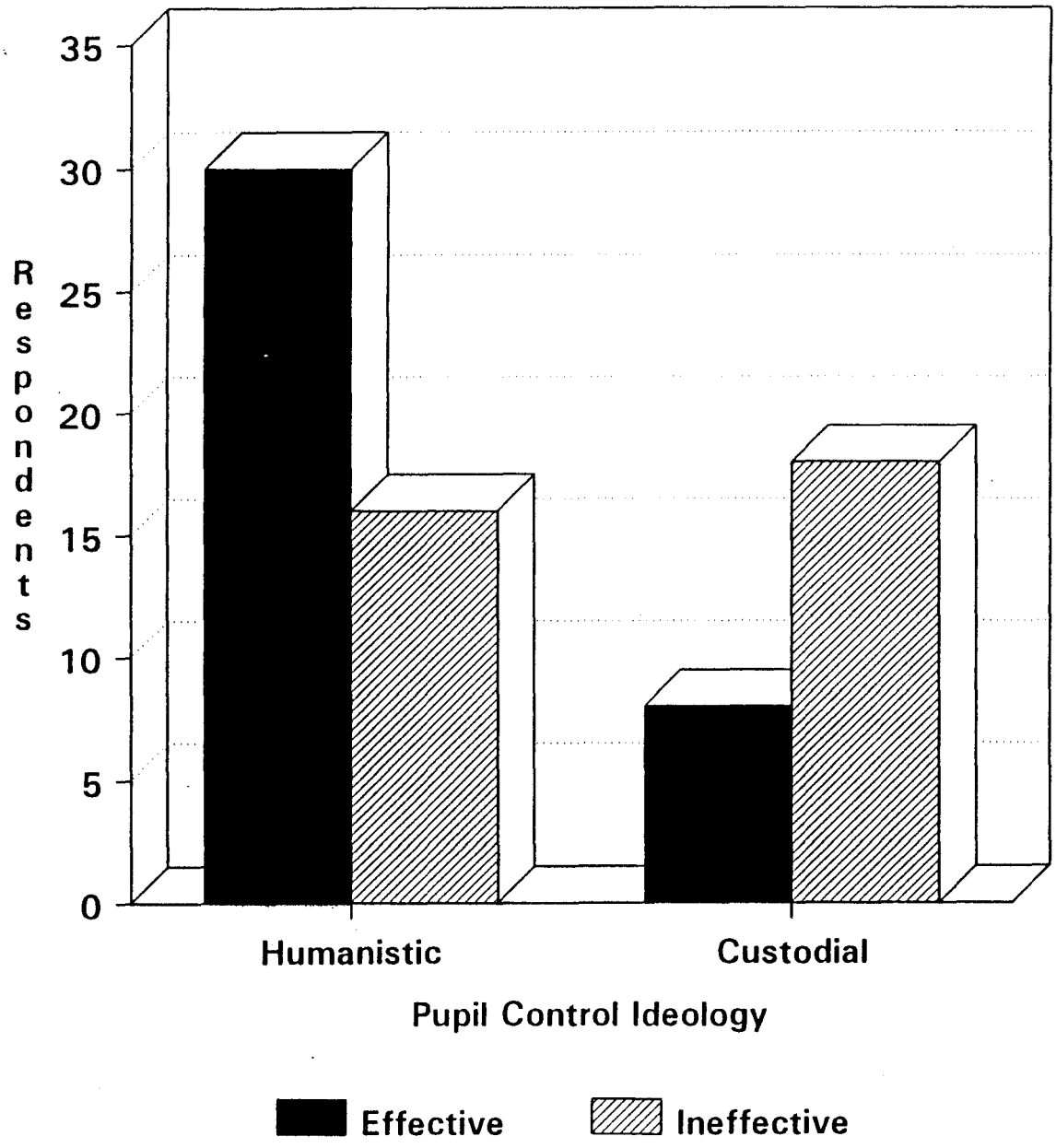


Figure 2.3.
Teacher Effectiveness



RESEARCH QUESTION THREE:

What are the chi-square P-values for testing the independence of teacher effectiveness and all classification variables?

Table 3 depicts the chi-square P-values for testing the independence of teacher effectiveness and all classification variables. The smaller the P-value, the higher the relationships that exists between the variables. With chi-square, P-values of .05 or less are considered significant. As shown in Table 3, the age category, (60-69) and the education category, doctorate, were eliminated, since chi-square is not accurate when observations are small in number in a category. If 50% of the cells have expected counts less than 5, then chi-square tests may not be valid. The only significant correlation was found in the pupil control ideology category, humanistic. Within the humanistic category, a significant correlation was shown in the category, male.

The data derived from chi-square tests indicated a significant relationship between humanistic pupil control ideology and teacher effectiveness. The P-Value for the chi-square test was .005. The category of humanistic pupil control ideology was the only category that showed a significant relationships with teacher effectiveness. From the data gathered, sixty-four percent of the teachers were humanistic, while thirty-six percent of the teachers were custodial. In the humanistic pupil control ideology category, sixty-five percent of the

teachers were more effective. Thirty-five percent of the teachers were less effective. In the custodial pupil control ideology category, thirty-one percent of the teachers were more effective, while sixty-nine percent of the teachers were less effective.

Analysis of variance was utilized to determine the interaction of two or more variables on a dependent variable. Type I considers one variable at a time and proceeds to the next variable in order. Type III takes into account every variable identified every time. In both Type I and Type III, a correlation of 0.05 or less is significant.

Including all variables in the analysis, with effectiveness as the dependent variable, Type I and Type III both showed a significant correlation of 0.0072 between effectiveness and humanistic.

With effectiveness as the dependent variable and age, gender, humanistic, and a combination of gender and humanistic was analyzed, a significant correlation existed with humanistic. The P-value was 0.0049. This would be considered significant.

When effectiveness was the dependent variable and the independent variables were gender, marital status and humanistic, the P-value of humanistic was 0.0174 in both Type I and Type III. This is considered a significant relationship.

When effectiveness was the dependent variable and the independent variables were gender, humanistic and marital status were variables, Type I showed a significant relationship of 0.0052 and Type III showed a significant relationship of 0.0053 with the humanistic variable.

When effectiveness was the dependent variable and the independent variables were level of education, humanistic and education-humanistic, in Type I a P-value of 0.0228 was identified in the humanistic variable.

When effectiveness was the dependent variable and the independent variables were level of education and humanistic, in Type I and Type III the P-value was 0.0216 in the humanistic category.

In six out of eight analysis of variance tests, a significant relationship was shown between effectiveness and humanistic.

The predominance of a humanistic pupil control orientation linked with teacher effectiveness warrants analysis. If this relationship is as significant as the data indicates, administrators need to take certain steps to insure teachers are informed of the data. Administrators also need to consider the implications a humanistic orientation has for school policies and procedures for students and staff. There are also strong implications that teacher training for beginning and veteran teachers should have a component germane to a humanistic orientation. Using staff members with a humanistic orientation to plan staff development programs and to train other staff members becomes critical for sound planning.

In the category of gender, it is interesting to note that more males were considered humanistic than females. Given the nurturing qualities associated with females, it is difficult to understand why females did not have a higher percentage in the humanistic category. One explanation may be due to the fact that males generally have a broader

perspective on life than females, which contributes to their humanistic orientation. Males also may be accepted as authority figures by students and, consequently, they may not have a need to prove their authority. Lastly, males may basically be more realistic in their interactions and expectations. This realistic approach could alleviate disagreements and disappointments and afford males the opportunity to be more humanistic in their relationships with students.

Table 3

Chi-square P-values for Testing the Independence of Teacher Effectiveness and the Classification Variable.

Classification Variable	P-Value
Gender	0.637
Marital Status	0.397
Age	0.643
Age#	0.660
Experience	0.890
Level Of Education	0.099
Level Of Education##	0.075
Job Satisfaction	0.580
Pupil Control Ideology (Humanistic)	0.005*

* P-value less or equal to 0.050 implies that the teacher effectiveness and the classification variable are significantly related.

Age level ,(60-69), was eliminated due to requirement for validity of Chi-Square.

Level of education, (doctorate), was eliminated due to requirement for validity of Chi-Square.

RESEARCH QUESTION FOUR:

What are the chi-square P-values for testing the independence of pupil control ideology and all classification variables?

Table 4 listed the chi-square P-values for testing the independence of pupil control ideology and all classification variables. P-values less or equal to 0.050 implies that the teacher effectiveness and classification variable are significantly related. The age category, (60-69), was eliminated due to the requirement for validity of chi-square. The level of education category, (doctorate), was eliminated due to the requirement for validity of chi-square. Marital status is the only category that reflected a significant relationship. Experience showed a relationship of 0.056, which is not statistically significant. However, the data shows some relationship is evident.

A greater percentage of married teachers were identified as being more humanistic than single teachers. Learning to cope with spouses and children may provide married teachers experiences that sensitize them to others, which may be reflected in their human relationships with students. The recognized benefits of marriage, personal peace, self-esteem, and longevity, may also add up to better adjusted teachers. These well-adjusted teachers may then deal with others in more humanistic ways. Successful marriages also require a willingness to accept all human beings as flawed, as well as an openness to change

and compromise. Married teachers may have learned to sacrifice self-interests in order to develop an understanding of others. The ability to focus on others' needs may allow married teachers to focus on students' needs and, consequently, work out learning strategies that are effective and humanistic. A greater percentage of married teachers may be able to transfer a humanistic orientation from their personal lives to their professional lives.

In the next series of analysis of variance tests, humanistic was the dependent variable. Five independent variables were used in the first analysis, single, age, gender, experience and experience/single. In Type I test, single had a P-value of 0.0193, which is considered a significant correlation.

In the next analysis, the variables included single, experience and experience/single. In Type I test, single had a P-value of 0.0183, which is considered a significant correlation.

In the next analysis, the variables included experience, single and experience/single. In the Type I test, single had a P-value of 0.0438, a significant correlation.

In the fourth analysis, two variables were used, age and single. In Type I, age resulted in P-value of 0.0208, a significant correlation.

In four of the five analysis of variance tests, single had a P-value that was significant. It is important to note that in the chi-square P-values for testing the independence of teacher effectiveness and all classification variables, a significant correlation was shown in the

category, married. However, the chi-square P-values for testing the independence of humanistic pupil control orientation and all classification variables showed the single category as being significant. This data indicates that within the group of teachers identified as humanistic, a higher percentage of single teachers were humanistic. Single teachers who are humanistic may be able to focus more time and energy on their profession than their married counterparts.

When reviewing the relationship of a humanistic pupil control orientation and years of experience, it is possible that as teachers acquire more experience, they generally become more humanistic. As teachers work with students to develop effective teaching strategies, they come to understand the learning process better and they assess exactly what needs to be taught. Their teaching experience helps them determine what works and they can then use effective teaching strategies more consistently. In assessing whether strategies are working, teachers learn to listen more carefully and they become more focused on the learner. As teachers learn from their experience over a period time, they tend to treat student in more humanistic ways.

A trend also surfaces in the age category. As teachers age, they generally become more humanistic. This tendency may occur because of the personal development of teachers. Maturity may create a more reflective approach so that students' needs are integral to considerations made regarding curricular and classroom issues. As teachers mature, their values may change. Human values may become

more important than climbing the ladder and, consequently, teachers will display more humanistic attitudes and behaviors. This shift to a humanistic approach may occur for another reason. As teachers learn from successful experiences in the classroom and in their lives, they may develop a broader base for decision-making, which includes taking the students' needs and attitudes into consideration.

Another significant trend surfaced in the education category. Teachers in the master's degree plus additional hours category were significantly more humanistic than teachers with less educational background. Teachers choosing to acquire more education display a desire to learn and an interest in educational research and methodology. They also are looking for new ways to approach students to that they can be successful teachers. More education often exposes teachers to viewpoints, theories, and ideas that are different from their own. This exposure to a variety of ideas breeds tolerance of others' ideas, beliefs, and values. Once this tolerance is developed, it inevitably will be reflected in a teacher's orientation to students. Knowledge can and does affect teachers' attitudes and values. As teachers' understanding of students' needs increase, they become more humanistic in their approach to students.

TABLE 4

Chi-square P-values for Testing the Independence of Pupil Control Ideology (Humanistic) and the Classification Variable.

Classification Variable	P-Value
Gender	0.326
Marital Status	0.019*
Age	0.103
Age#	0.069
Experience	0.056
Level Of Education	0.131
Level Of Education##	0.090
Job Satisfaction	0.206

* P-value less or equal to 0.050 implies that the teacher effectiveness and the classification variable are significantly related.

Age level ,(60-69), was eliminated due to requirement for validity of Chi-Square.

Level of education, (doctorate), was eliminated due to requirement for validity of Chi-Square.

RESEARCH QUESTION FIVE:

What is the distribution of frequency counts and percentages for respondents classified by select variables and pupil control ideology?

Table 5 showed the distribution of frequency counts and percentages for respondents classified by select variables and pupil control ideology. In the gender category, 69% of the males were humanistic while 31% were custodial. Females had 58% identified as humanistic, with 42% identified as custodial. See Figure 5.1.

In the single category, 46% of the teachers were identified as humanistic, while 54% were considered custodial. In the married category, 74% of the teachers were considered humanistic and 26% were considered custodial. See Figure 5.2.

In the area of years of experience, the data indicated the following breakdown in percentages:

1-10 years.....27% humanistic
.....73% custodial

11-20 years.....71% humanistic
.....29% custodial

21-30 years.....69% humanistic
.....31% custodial

31-40 years.....71% humanistic
.....29% custodial

See Figure 5.3.

In the age category, the percentages for the variable of age and pupil control ideology were:

20-29 years.....33% humanistic
.....67% custodial

30-39 years.....71% humanistic
.....29% custodial

40-49 years.....62% humanistic
.....38% custodial

50-59 years.....79% humanistic
.....21% custodial

60-69 years.....100% humanistic

See Figure 5.4.

Regarding the distribution percentages for respondents classified under level of education and pupil control ideology, the results were:

Bachelor's Degree .....20% humanistic
.....80% custodial

Additional Credits .....58% humanistic
.....42% custodial

Master's Degree .....88% humanistic
.....12% custodial

Additional Credits .....67% humanistic
.....33% custodial

Doctoral Degree .....100% humanistic

See Figure 5.5.

In the area of job satisfaction, 62% of humanistic teachers found

satisfaction in the work itself, while 38% of custodial teachers found satisfaction in the work itself. Only 10% of teachers surveyed found satisfaction through recognition. Ninety percent of all teachers found satisfaction in the work itself. See Figure 5.6.

TABLE 5

Distribution of Frequency Counts and Percentages for Respondents Classified by Select Variables and Pupil Control Ideology.

	Pupil Control Ideology		
	Humanistic	Custodial	Total
Gender			
Male	25 (69%)	11 (31%)	36 (50%)
Female	21 (58%)	15 (42%)	36 (50%)
Marital Status			
Single	12 (46%)	14 (54%)	26 (36%)
Married	34 (74%)	12 (26%)	46 (64%)
Experience			
1-10 Years	3 (27%)	8 (73%)	11 (15%)
11-20 Years	20 (71%)	8 (29%)	28 (39%)
21-30 Years	18 (69%)	8 (31%)	26 (36%)
31-40 Years	5 (71%)	2 (29%)	7 (10%)
Age			
20-29 Years	4 (33%)	8 (67%)	12 (17%)
30-39 Years	10 (71%)	4 (29%)	14 (19%)
40-49 Years	16 (62%)	10 (38%)	26 (36%)
50-59 Years	15 (79%)	4 (21%)	19 (26%)
60-69 Years	1 (100%)	0 (0%)	1 (1%)
Level of Education			
Bachelor's Degree	1 (20%)	4 (80%)	5 (7%)
Additional Credits	11 (58%)	8 (42%)	19 (26%)
Master's Degree	7 (88%)	1 (12%)	8 (11%)
Additional Credits	26 (67%)	13 (33%)	39 (54%)
Doctoral Degree	1 (100%)	0 (0%)	1 (1%)
Job Satisfaction			
Work	40 (62%)	25 (38%)	65 (90%)
Recognition	6 (86%)	1 (14%)	7 (10%)
Number of Respondents			72

Figure 5.1.
A Graphic Representation of the Relationship of Humanistic Pupil Control Ideology and Gender

Figure 5.2.
A Graphic Representation of the Relationship of Humanistic Pupil Control Ideology and Marital Status

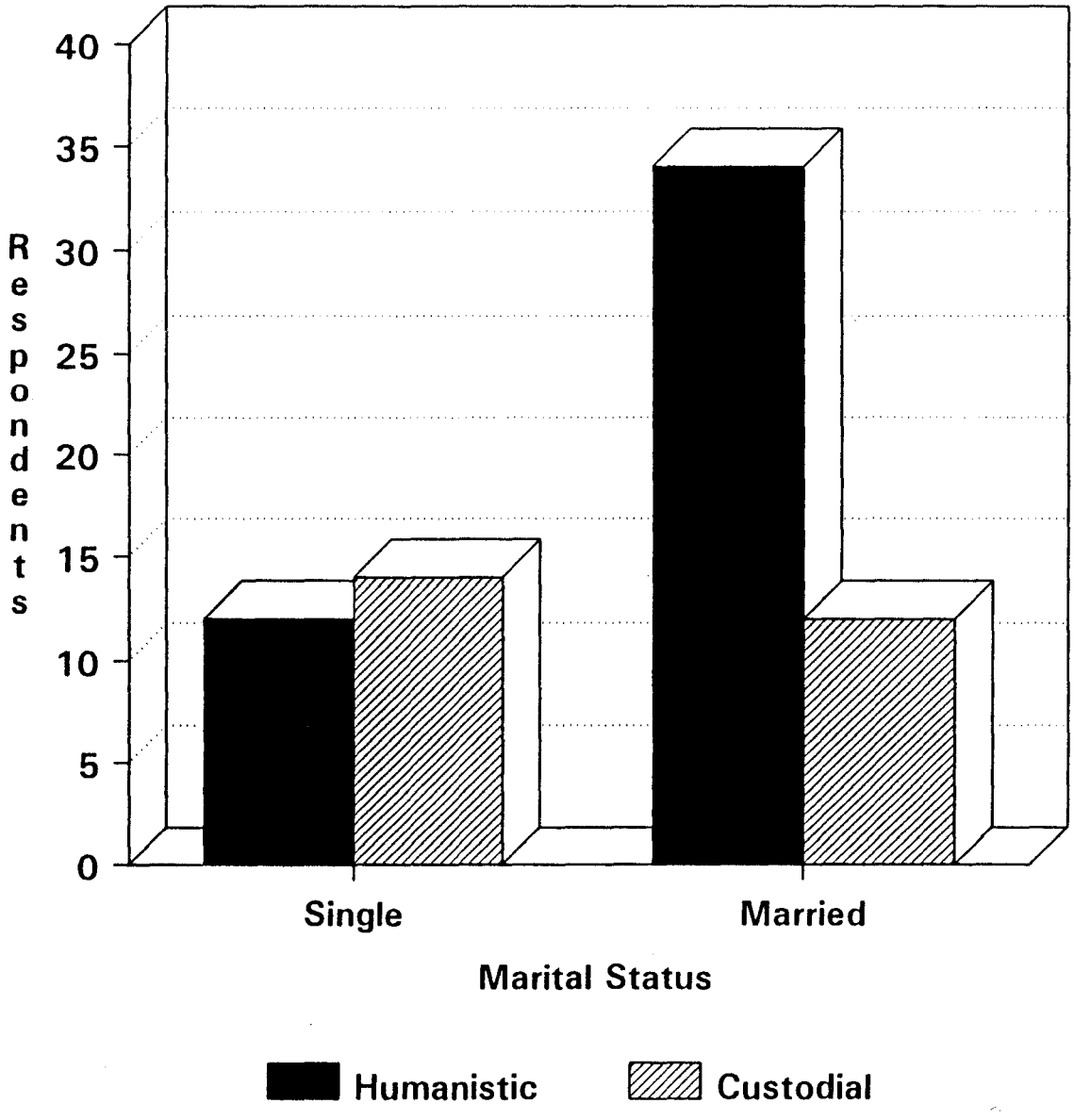


Figure 5.3.
A Graphic Representation of the Relationship of Humanistic Pupil Control Ideology and Years of Experience

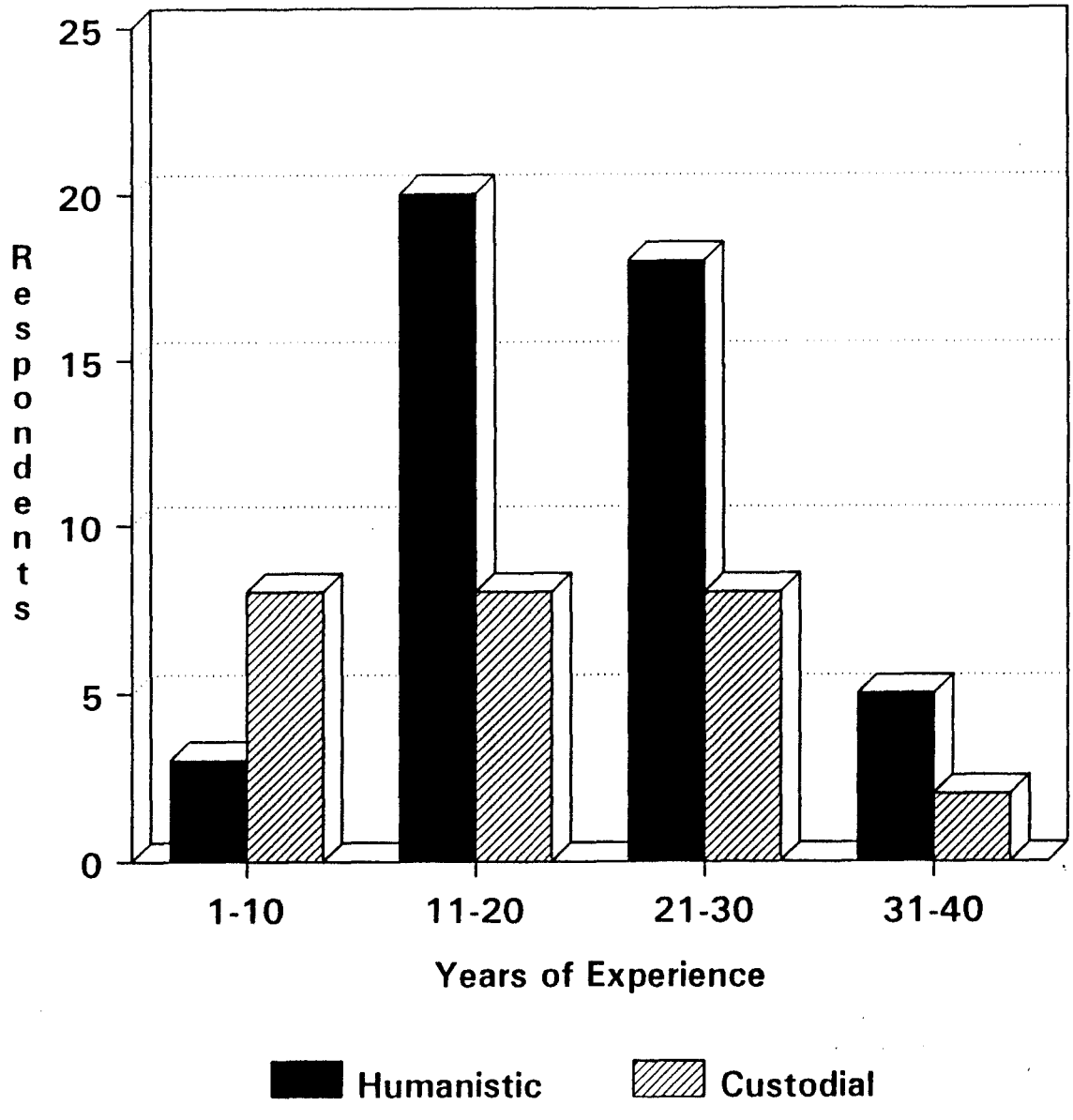


Figure 5.4.
A Graphic Representation of the Relationship of Humanistic Pupil Control Ideology and Age

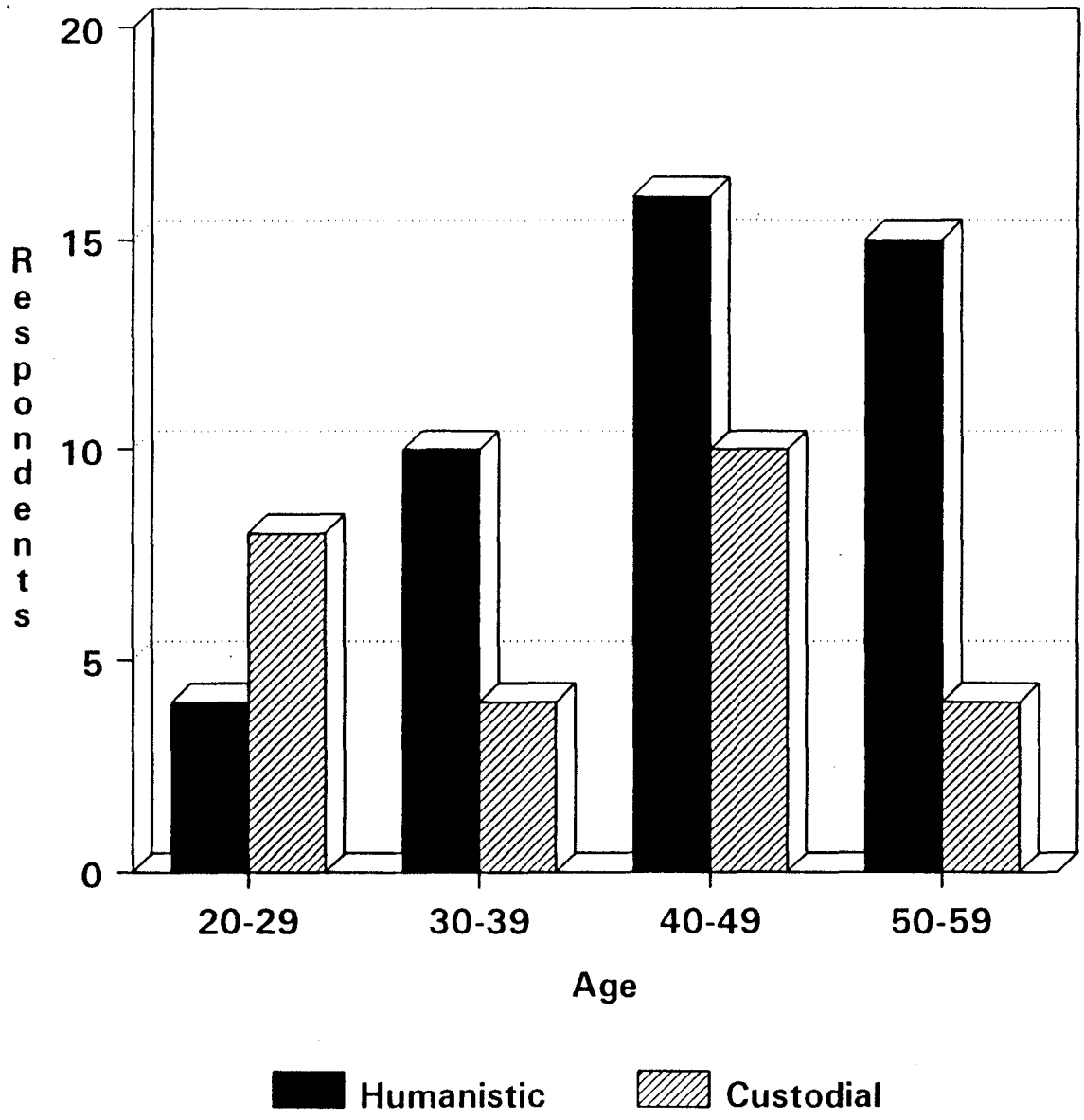


Figure 5.5.
A Graphic Representation of the Relationship of Humanistic Pupil Control Ideology and Level of Education

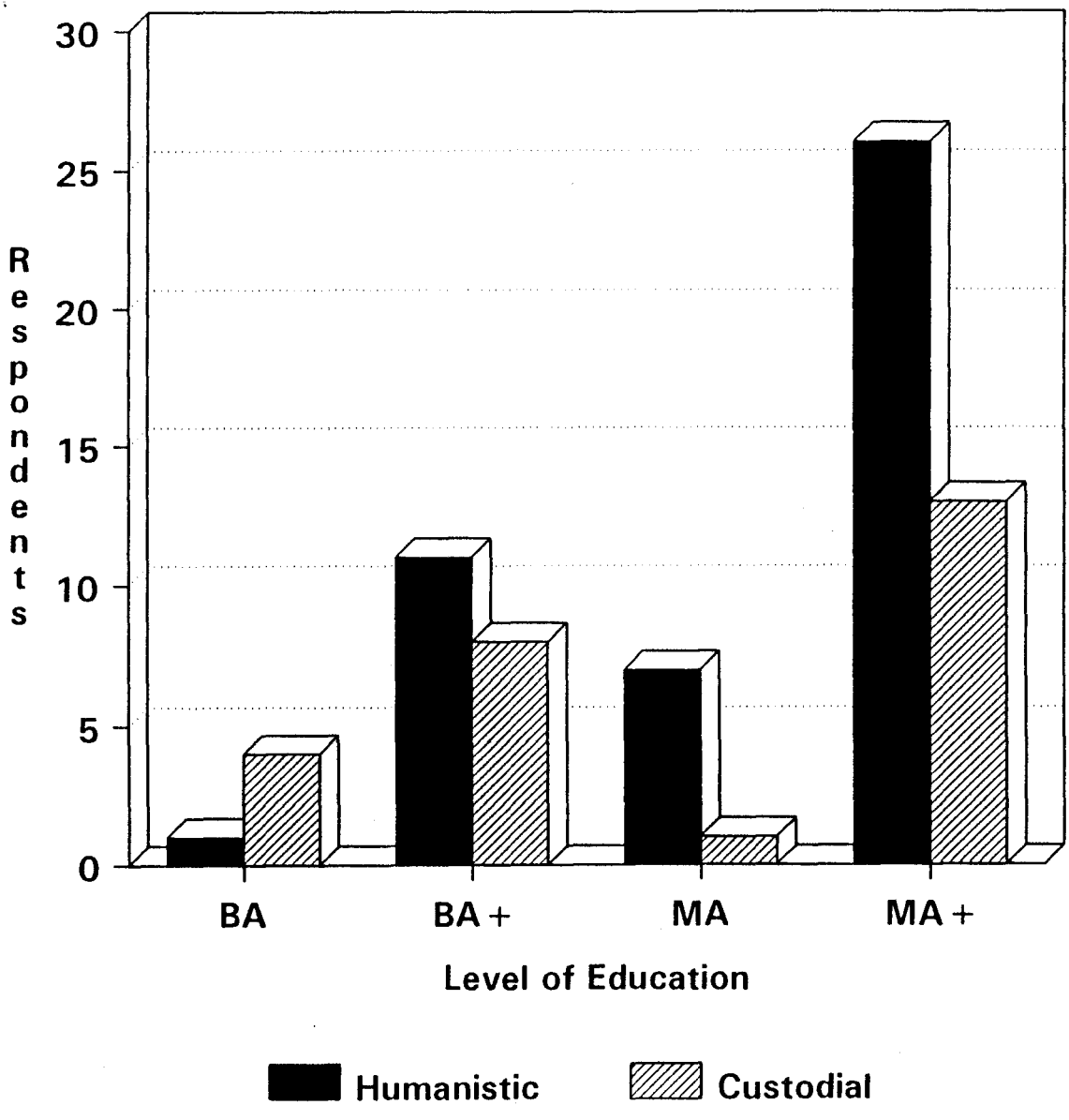


Figure 5.6.
A Graphic Representation of the Relationship of Humanistic Pupil Control Ideology and Job Satisfaction

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study and provides conclusions and implications drawn from the analysis of data. Recommendations are included for further research.

Problem Statement

The problem under investigation in this study focuses on the relationships between job satisfaction, job dissatisfaction, and the pupil control ideology of more effective and less effective teachers and teacher effectiveness.

Purpose of the Study

The purpose of the study was to provide administrators with pertinent information regarding teacher motivation. The study used the characteristics under the heading, job satisfaction and job dissatisfaction, as defined and described in Herzberg's Motivation Hygiene Model, to examine any disparity between more effective and less effective teachers in the way they rank the characteristics of job satisfaction and job dissatisfaction. Flanagan's critical incident technique was used to identify satisfiers and dissatisfiers.

The study used the Form PCI, as developed by Willower, Eidell and Hoy, to identify the pupil control ideology of teachers. The pupil control ideology of more effective teachers was compared to the pupil control of less effective teachers. Using effectiveness and humanistic as dependent variables, analysis of variance was used to determine significant relationships that surface when two or more variables interact with the dependent variables.

Research Questions

This study investigated the following research questions:

1. What is the demographic and educational profile of teachers participating in the study?
2. What is the distribution of respondents by job satisfaction, job dissatisfaction, and pupil control ideology as these variables relate to teacher effectiveness?
3. What are the chi-square P-values for testing the independence of teacher effectiveness and all classification variables?
4. What are the chi-square P-values for testing the independence of pupil control ideology and all classification variables?
5. What is the distribution of frequency counts and percentages for respondents classified by select variables and pupil control ideology?

Summary of Methods and Results

Questionnaire packets were given to the administrators of the high school in May 1992. They were asked to distribute the questionnaire packets and request the packets be returned by mail to the researcher. Several members of the administrative team agreed to verbally encourage staff participation in the study. A total of 140 questionnaires were returned to the researcher. The questionnaire requested: a) demographic and educational information, b) job satisfaction information, c) job dissatisfaction information, and d) completion of the Form PCI. Administrators were asked to use the paired comparison technique to rank teachers based on the administrator's assessment of each teacher's effectiveness. All data was received by the researcher by July 1, 1992. The data on job satisfaction and job dissatisfaction was categorized according to Herzberg's Motivation Hygiene Model.

Statistical analysis consisted of frequency and percent tabulations to analyze the following demographic and educational variables: gender, marital status, age, experience and level of education. Statistical analysis consisting of frequency and percent tabulations were also

used to analyze the factors that contributed the most to the teachers' overall job satisfaction and job dissatisfaction with teaching. Chi-square tests were used to determine whether any significant relationships existed between the satisfying and dissatisfying factors and each categorical variable. Statistical analysis consisting of frequency and percent tabulations were used to analyze the pupil control ideology of teachers. Chi-square tests were used to determine whether any significant relationships existed between pupil control ideology and each categorical variable. Analysis of variance was utilized to determine the interaction of two or more variables on the dependent variables, effectiveness and humanistic.

An analysis of the data resulted in conclusions concerning the educational and demographic profile of teachers; the factors that are satisfiers and dissatisfiers for more effective and less effective teachers; the pupil control ideology of more effective and less effective teachers; the relationships of the demographic and educational profile of teachers and their effectiveness; the relationships of job satisfaction, job dissatisfaction and teacher effectiveness; the relationships of teacher effectiveness and classification variables; and the relationships of humanistic teaching and classification variables.

Summary of the Findings

According to the data gathered in this study, the following findings can be reported:

Sixty-five percent of teachers surveyed responded to the study.

An equal number of males responded to the study as females.

The most common factor cited by both more effective and less effective teachers as contributing to their overall satisfaction was the work itself. Ninety percent of all respondents considered the work itself the primary reason for job satisfaction. The only other factor cited as contributing to teachers' overall job satisfaction was recognition. Three factors defined by Herzberg as contributing to teachers' overall job satisfaction, task achievement, responsibility and advancement, were not identified as satisfiers by teachers participating in the study.

The most common factor cited by both more effective and less effective teachers as contributing to their overall job dissatisfaction was supervision. Thirty-nine percent of teachers considered supervision the major contributor to job dissatisfaction. The three primary factors cited by both more effective and less effective teachers as contributing to their overall dissatisfaction were supervision, working conditions and administrative policy.

More effective teachers were more humanistic when dealing with students than less effective teachers. Less effective teachers tended to be more custodial when dealing with students than more effective teachers.

The data derived from chi-square tests indicated a significant relationship between humanistic pupil control ideology and teacher effectiveness. The P-value for the chi-square test was .005. The category of humanistic pupil control ideology was the only category that showed a significant relationship with teacher effectiveness.

In six of eight analysis of variance tests, a significant relationship was shown between humanistic and effectiveness. The results were:

1) Type I and Type III analysis of variance showed a significant correlation, 0.0072, between humanistic and effectiveness.

2) When conducting an analysis of variance with four variables, age, gender, humanistic and gender/humanistic, a significant relationship was shown with humanistic and effectiveness, a P-value of 0.0049.

3) With effectiveness as the dependent variable and gender, marital status, and humanistic and independent variables, the P-value of humanistic was significant, 0.0174.

4) Using gender, marital status and humanistic as independent variables and effectiveness as the dependent variable, a significant relationship was noted with humanistic, a P-value of 0.0053.

5) Using independent variables, level of education, humanistic, and education/humanistic, humanistic reflected a P-values of 0.0228, a significant relationship.

6) With only two variables, level of education and humanistic, the P-value for humanistic was 0.0216, a significant relationship.

Marital status is the only category that resulted in a significant relationship with the pupil control ideology of teachers with a P-value of 0.019. A higher percentage of married teachers were more humanistic than single teachers.

In four of the five analysis of variance tests, a significant relationship was shown between humanistic and single. The results were:

1) When testing the dependent variable, humanistic, and five independent variables, single, age, gender, experience and experience/single, single was found to have a P-value of 0.0193, a significant relationship.
2) Analyzing the relationship of humanistic and three variables, single, experience, and experience/single, single had a P-value of 0.0183, a significant relationship.
3) Analyzing the relationship of humanistic and three variables, experience, single, and experience/single, single had a P-value of 0.0438, a significant relationship.
4) Analyzing the relationship of humanistic and two variables, age and single, age results in a P-value of 0.0208, a significant relationship.

Based on the data gathered in this study, more effective teachers are clearly more humanistic than less effective teachers. After the age of forty, teachers were more humanistic. It is suggested by the data

that as teachers' level of education increased, their pupil control orientation became more humanistic. The significance of a humanistic pupil control orientation as it produces teacher effectiveness is the single most significant result of this study.

Conclusions and Discussion

In analyzing the data used in this study, the data is in agreement with Herzberg's claim that the factors that produce job satisfaction are different from those factors that produce job dissatisfaction. Although the questionnaires contained questions that were open-ended, factors fell easily within Herzberg's categories. The questionnaires gathering data regarding teacher job satisfaction and teacher job dissatisfaction were purposely set up as open-ended questions. The researcher did not want to influence teacher responses. In categorizing the results of the questionnaires, teacher responses fell easily into Herzberg's categories for job satisfaction and job dissatisfaction. Herzberg's Motivation Hygiene Model appeared to be currently still applicable to issues regarding job satisfaction and job dissatisfaction.

In assessing the data regarding job satisfaction, three factors, achievement, responsibility, and advancement, were absent in the responses of the teachers. In addition, the overwhelming response to the factor, the work itself, is significant. Ninety percent of teachers

in the study identified this factor as providing overall job satisfaction. The satisfaction derived from the work itself is intrinsic in nature and agrees with Herzberg's assertion that satisfiers are related to the nature of the work and rewards attainable from work performance.

In the area of job dissatisfaction, three factors dominated teachers' responses: supervision, working conditions, and administrative policy. In this area, teachers again identified one factor as being particularly critical, supervision. All three areas, supervision, working conditions and administrative policy, are areas administrators can affect. The dissatisfaction tended to be related to the context (environment) in which teaching takes place. This supports Herzberg's claim that the job dissatisfiers are closely connected to the context in which the employee works.

The data indicates that effective teachers are humanistic, not custodial. The humanistic orientation views students as learning from active engagement in worthwhile activities rather than a passive acquisition of knowledge. The humanistic teacher is optimistic and develops a rapport with students that includes mutual respect and friendship. The development of this type of relationship eventually leads to self-discipline for the student. The humanistic orientation for teachers leads to a democratic climate in the classroom, where flexibility, two-way communication, and self-motivation are norms.

Since pupil control issues are so critical to the establishment of effective schools, it is essential that teachers have a sense of power in the classroom. Zelei reported that teachers' sense of power was

positively associated with a humanistic pupil control ideology. Based on Zelei's research, it appears that teachers who feel a sense of power are more likely to exhibit consistency in their pupil control beliefs and behavior.[54]

The research shows that as teachers acquire more experience, as they grow older, and, as their level of education increases, teachers become more humanistic. Whether this trend occurs because of increased understanding or personal development is not clear. However, the fact that teachers become more humanistic directly affects what happens in the classroom. This shift may explain why schools with more experienced teachers have fewer student disruptions. Given the support to develop self-discipline, students display responsibility for their behavior as well as their learning.

Implications For Practice

In assessing data received from the respondents, it was noted that the teachers responding to the questionnaires were anxious to express their thoughts on their overall job satisfaction and job dissatisfaction. Responses to the questions in these areas were lengthy, detailed and intense. Intensity of the responses was strong when teachers explained their job satisfaction and job dissatisfaction. An implication from these teacher responses is that teachers need to be given opportunities to express their satisfaction and dissatisfaction. It might also be beneficial to address critical concerns through institutes or staff development programs, encouraging teacher input and participation.

Since the work itself was identified as the primary source of satisfaction for teachers, administrators need to create policies and procedures that expedite housekeeping and minimize classroom disruptions. Once record keeping and housekeeping are efficiently organized, teachers will have an opportunity to focus on teaching itself. Teachers who are focused generally meet their teaching goals as well as provide a sound model for goal-setting for their students. Providing teachers with adequate financial and professional resources can make a difference in teachers' overall satisfaction.

In the area of job dissatisfaction, supervision was identified as the primary source of job dissatisfaction. Supervision as defined by Herzberg refers to the competence of the supervisor, the fairness of the supervisor, and the supervisor's willingness to delegate responsibility. In reality, supervision is an area of an administrative position that appears simple but in practice is difficult in the educational arena, supervision is not the same as Herzberg's technical supervision. Supervision is a function of school administration that targets improvement of instruction. Administrators are working toward professional growth and responsibility, not merely guaranteeing minimum standards.

Administrators need to be trained and coached by the principal to provide the kind of leadership needed within the school. The principal must have a clear vision of what good supervision entails and be willing to teach good supervision to his assistants. To facilitate effective supervision in the school, the principal must be an effective communicator, a positive role model, a fair person, and a willing

teacher. The principal must have sufficient trust in his assistants to delegate responsibility.

In-service education should provide teachers an opportunity to identify personal sources of job dissatisfaction. Department supervisors are the most likely able to facilitate this effort, since department supervisors themselves generally continue to teach as well as supervise and are more inclined to understand and accept teacher concerns. Department supervisors can also provide administrators with knowledge and insight into supervisory behaviors that may be interfering with teacher effectiveness. Germane to the entire process is whether the administration is willing to listen to department supervisors' recommendations. Assessing emotional stress in the work environment as it directly affects teachers' attitudes and perceptions can benefit all parties involved, especially students.

Critical to the assimilation of data collection is the principal. As Brookover and Lezotte (1979) and Parkey and Smith (1985) have indicated, the principal has emerged as the key link in the process of providing professional development for teachers. The principal must be open to teachers' perceptions. However, more importantly, the principal must be willing to direct attention, effort, and resources toward alleviating job dissatisfiers. The principal must create a vision and create a working environment that eradicates job dissatisfiers and allows for the satisfying involvement of teachers. The principal must also provide specific and continuous support for curriculum and instruction through lesson plans, meetings, and on-going supervisory

contact. Monitoring the activities of the school and being resourceful with teachers, materials and finances would contribute to the community's and the teacher's views of the principal as an instructional leader.

Herzberg's suggestions for managers to utilize in developing job enrichment can provide administrators with stimulating ways to motivate teachers. Herzberg suggests identifying areas of work where motivation can make a difference and then forcing a change in the way tasks are traditionally completed. Although he includes recommended changes from employees, Herzberg suggests that administrators do the streamlining of job enrichment tasks. Planning for some drop in performance during the period of change and helping employees cope with the anxiety connected to change will expedite the process of change. These changes should be initiated with the understanding that job enrichment is a continuous managerial function that requires monitoring and evaluation if it is to affect real change within the organization.

Research relating to pupil control ideology suggests that a custodial orientation was associated with negative effects in the classroom as well as the school. Schools with a custodial orientation, as compared to schools with a humanistic orientation, contained teachers with low morale, reflecting little job satisfaction. These schools also had principals who were not instructional leaders and teachers who were not easily joined together for a common goal. Schools characterized as custodial had students with lower self-concepts, lower motivation, unclear goals, and negative attitudes toward teachers and other students.

In contrast to schools with a custodial orientation, schools with a humanistic orientation had more motivated and satisfied teachers. Humanistic schools reflected, 1) a positive relationship between student and teachers, 2) effective communication between students and teachers, and 3) students possessing positive attitudes toward themselves, teachers and the school. These differences point out the need for schools that are more humanistic.

Schools should implement in-service programs designed to diminish the tendency of custodial attitudes by teachers. The principal should encourage teacher training seminars and workshops that include activities designed to decrease custodial behavior. The principal should enlist the assistance of humanistic teachers to plan and implement specific workshops. Humanistic teachers should act as mentors for teachers who need assistance in this area. The principal will be most effective if he shows a concern for the welfare of the teachers and the successful accomplishments of the school's humanistic goals.

In order to reach a higher level of humanistic orientation, the principal must provide an open climate, where a humanistic control ideology can flourish. The principal's treatment of teachers must be humanistic and analogous to the way he wants his teachers to treat students. The principal basically serves as a role model in humanistic pupil control ideology by treating teachers and students with mutual respect.

Suggestions for Future Research

One suggestion for future research centers around the size of the population. In this study, 72 teachers responded to the questionnaire. In chi-square tests, two categories, age and level of education were eliminated, since valid chi-square results rely on at least five cells in a category. As data was analyzed, it became clear that more respondents would provide greater validity to the study. For future research, it is suggested that the size of the population be increased.

It would be interesting to conduct a similar study, comparing the motivating factors and the pupil control ideology of more effective and less effective teachers and, in the demographic data, request teachers to rate themselves as to their effectiveness. The researcher could compare the supervisor's assessment of teachers and the teachers' assessment of themselves. The researcher could determine the degree of correlation of these two variables.

Another study could focus on a comparison of job satisfaction, job dissatisfaction, and pupil control ideology of more effective and less effective administrators. Teachers' ratings of administrators could be used to identify more effective and less effective administrators. It would be valuable to determine whether more effective administrators were more humanistic than less effective administrators.

Using only humanistic teachers and their classes in a study, a researcher could study critical information regarding their students: 1) self-esteem, 2) achievement, 3) attitudes toward school, and 4) involvement in school. Given a definition of humanistic and custodial,

students could identify the characteristics that help define them as humanistic. Those characteristics could be delineated. Teachers could be encouraged to model humanistic behaviors and attitudes.

Another possibility for a study would be to correlate the pupil control ideology of teachers with the pupil control ideology of administrators who ranked them. That correlation might provide insight into the ranking process.

BIBLIOGRAPHY

Books

Barnard, Chester I. Functions of the Executive. Cambridge: Harvard University Press, 1938.

Brookover, W.B. and E. L. Erickson. Sociology of Education. Homewood, IL: Dorsey Press, 1975.

Campbell, Angus, and Philip E. Converse, eds. The Human Meaning of Social Change. New York : Russell Sage Foundation, 1972.

Cusiek, Philip A. Inside High School. New York: Holt, Rinehart and Winston, 1973.

Deci, El.L. Intrinsic Motivation. New York: Plenum, 1975.

Erikson, Erik. Identity, Youth and Crisis. New York: W.W. Norton, 1968

Guilford, J.P. Psychometric Methods. New York: McGraw-Hill Book Company, Inc., 1954.

Herzberg, Frederick. The Managerial Choice: To be Efficient and to be Human. Homewood, Illinois: Dow Jones-Irwin, 1976.

Herzberg, Frederick, Bernard Mausner, and Barbara Block Snyderman. The Motivation to Work. New York: John Wiley and Sons, 1959.

Herzberg, Frederick. Work and the Nature of Man. New York: World Publishing Company, 1966.

Hoy, W.K. and C.G. Miskel. Educational Administration: Theory, Research and Practice, 2nd ed. New York: Random House, 1982.

Kahn, Robert L. Work and Health. New York: John Wiley and Sons, 1981.

Kegan, Robert. The Evolving Self: Problems and Process in Human Development. Cambridge, Massachusetts: Harvard University Press, 1982.

Kreps, Juanita, and Robert Clark. Sex, Age, and Work: The Changing Composition of the Labor Force. Baltimore: The John Hopkins University Press, 1975.

Levine, Sarah L. Promoting Adult Growth in Schools. Boston: Allyn and Bacon, 1989.

Likert, Rensis. New Patterns of Management. New York: McGraw-Hill Book Company, 1961.

Miner, John B. Theories of Organizational Behavior. Hinsdale, Illinois: Dryden Press, 1980.

Sergiovanni, Thomas J., and Robert J. Starrat. Emerging Patterns of Supervision. New York: McGraw-Hill Book Company, 1971.

Sergiovanni, Thomas J. Supervision: Human Perspectives. New York: McGraw-Hills Book Company, 1979.

Steers, Richard M., and Lyman W. Porter. Motivation and Work Behavior. St. Louis: McGraw-Hill Book Company, 1983.

Tanner, Daniel and Laurel Tanner. Supervision in Education. New York: MacMillan Publishing Company, 1987.

Van Dalen, Deobold B. Understanding Educational Research. New York: McGraw-Hill Book Company, 1973.

Vroom, Victor H. Work and Motivation. New York: John Wiley and Sons, Inc., 1964.

Willower, Donald J., Terry L. Eidell, and Wayne K. Hoy. The School and Pupil Control Ideology. Pennsylvania: The Pennsylvania State University, 1967.

Periodicals

Adair, Warren J. "Keeping Teachers Happy." American School Board Journal. January 1968, 55.

Bess, J.L. "The Motivation to Teach." Journal of Higher Education. 1977, 48.

Bidwell, Charles E. "The Administrative Role and Satisfaction in Teaching." Journal of Educational Sociology. September 1955, 29.

Bockman. V.M. "The Herzberg Controversy." Personnel Psychology. Summer 1971, 24.

Brayfield and Harold F. Rothe. "An Index of Job Satisfaction." Journal of Applied Psychology. October 1951, 35.

Brickman, William W. "Studies of Teacher Morale." School and Society. February 1964, 92.

Bryan, Leslie A. "From Whence the Theory?" Training. June 1983, 20

Burke, R.J. "Are Herzberg's Motivators and Hygienes Unidimensional?" Journal of Applied Psychology. 50.

Casey, William F. "Would Bear Bryant Teach In the Public Schools? The Need for Teacher Incentives." Phi Delta Kappan. March 1979, 60.

Cooper, Michael R., Brian S. Morgan, Patricia M. Foley, and Leon B. Kaplan. "Changing Employee Values: Deepening Discontent?" Harvard Business Review. January 1979, 10.

Corbally, John E. Jr. "The Critical Incident Technique and Educational Research." Educational Research Bulletin. March 1956, 35.

Ellenburg, F.C. "Factors Affecting Teacher Morale." Education Digest. March 1973, 55.

Ewen, Robert B. "Some Determinants of Job Satisfaction: A Study of the Generality of Herzberg's Theory." Journal of Applied Psychology. May 1963, 48.

Flanagan, John C. "The Critical Incident Technique." Psychological Bulletin. 1954, 51.

Flanagan, John C. "Critical Requirements: A New Approach to Employee Evaluation." Personnel Psychology. 1949, 2.

Friedlander, Frank. "Underlying Sources of Job Satisfaction." Journal of Applied Psychology. July 1963, 47.

Friedlander, Frank, and Eugene Watson. "Positive and Negative Motivations Toward Work." Administrative Science Quarterly. September 1964, 9.

Friesen, D., Holdaway and Rice. "Satisfaction of School Principals with Their Work." Educational Administration Quarterly. Fall 1983, 19.

Graham, Steve and Jeri Benson. "An Analysis of the Dimensionality of the Pupil Control Ideology Scale." Educational and Psychological Measurement. 1985, 45.

Hedges, Janice. "Job Committment in America: Is it Waxing or Waning?" Monthly Labor Review. 1983, 106.

Helsel, A. Ray, and Donald J. Willower. "Toward Definition and Measurement of Pupil Control Behavior." Journal of Educational Administration. 1971, 12.

Herzberg, Frederick. "How Do You Motivate Employees?" Harvard Business Review. September-October 1987.

. "Innovation: Where is the Relish?" The Journal of Creative Behavior, Third Quarter 1987, 21, no.3.

_____. "The Passionless Society: Interview with Frederick Herzberg." Personnel. Auigust 1986, 63.

_____. "Seeking Answers That Motivate." Industry Week. December 1984, 10.

_____. "What Should I Do? Participation: Harmony or Conflict?" Industry Week. November 1984, 223.

_____. "Where is the Passion....and Other Elements of Innovation?" Industry Week. November 1985, 11

_____. "Workers' Needs. The Same Around the World." Industry Week. September 1987, 21

Holdaway, Edward A. "Facet and Overall Satisfaction of Teachers." Educational Adminsitration Quarterly. Winter 1978, 14.

House, R.J. and L.A. Wignor. "Herzberg's Dual Factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticsim." Personnel Psychology. Fall 1967, 20.

Killion, Joellen P., Judith P. Huddelston, and Margaret A. Claspell. "People Developer: A New Role for Principals." Journal of Staff Development. Winter 1989, 1.

Kosmo, Richard and Orlando Behling. "Single Continuum Job Satisfaction vs. Duality: An Empirical List." Personnel Psychology. Autumn 1969, 22.

Lawler, Edward E. and J. Lloyd Suttle. "A Causal Correlational Test of the Need Hierarchy Concept." Organziational Behavior and Human Performance. April 1972, 7, no. 2.

Levine, Sarah. "A Developmental Perspective on School Leadership." Principal. 1983, 63.

Lindsay, Carl A., Edmond Marks, and Leon Gorlow. "The Herzberg Theory: A Critique and Reformulation." Journal of Applied Psychology. August 1967, 51,

Lunenburg, Frederick C., and Robert R. O'Reilly. "Personal and organziational Influence on Pupil Control Ideology." Journal of Experimental Education. Spring 1974, 42.

May, Charles R. and Robert H. Decker. "Putting Herzberg's Two Factor Theory of Motivation in Perspective." Planning and Changing. Fall 1988, 19, no. 3.

Miskel, Cecil G. "Motivation in Educational Organziations." Educational Administration Quarterly. 1982, 18, no.3.

Rhodes, Lewis A. "The Principal as Instructional Leader: Reflections of Effectiveness." Development Communications Associates, Inc. 1984

Rose, Keith R., and Donald J. Willower. "Teachers' Sense of Power and the Consistency of their Pupil Control Ideology and Behavior." Education. Summer 1981, 101.

Schackmuth, Thomas G. "Creating Job Satisfaction in a Static Teacher Market." Clearing House. January 1979, 52.

Schneider, Benjamin and Clayton P. Alderfer. "Three Studies of Measures of Need Satisfaction in Organizations." Administrative Science Quarterly. December 1973. 18, no. 4.

Sergiovanni, Thomas. "Factors Which Affect Satisfaction and Dissatisfaction of Teachers." Journal of Educational Administration. May 1967, v.

Soliman, Hanafi M. "Motivation Hygiene Theory of Job Attitudes: An Empirical Investigation and an Attempt to Reconcile Both the One and the Two-Factor Theories of Job Attitudes." Journal of Applied Psychology. August 1970, 54.

Sparks, Dennis C. "A Biased Look at Teacher Job Satisfaction." Clearing House. 9 May 1979, 52.

Staines and Quinn. "American Workers Evaluate the Quality of Their Jobs." Monthly Labor Review. 1979, 102.

Young, I. Phillip, and Bobby Davis. "The Applicability of Herzberg's Dual Factor Theory (ies) for Public School Superintendents." Journal of Research and Development in Education. Summer 1983, 16.

Wahba, M.A. and L. G. Bridwell. "Maslow Reconsidered: A Review of Research on the Need Hierarchy Theory." Organizational Behavior and Human Performance. April 1976, 15, no.2.

Wall, Toby D. "Ego-Defensiveness as a Determinant of Reported Differences in Sources of Job Satisfaction adn Job Dissatisfaction." Journal of Applied Psychology. August 1973, 58.

Waters, L.K., and Carrie Wherry Waters. "Correlates of Job Satisfaction and Job Dissatisfaction Among Female Clerical Workers." Journal of Applied Psychology. October 1969, 53.

White, Bernard J. "The Criteria for Job Satisfaction: Is Interesting Work Most Important?" Monthly Labor Review. 1977, 100.

Whitsette, David A., and Erik K. Winslow. "An Analysis of Studies Critical of the Motivator-Hygiene Theory." Personnel Psychology. Winter 1967, 20.

Yuskiewicz, Vincent D., and Donald J., Willower. "Perceived Pupil Control Ideology Consensus and Teacher Job Satisfaction." Urban Education. October 1973, 8.

R. A. Zelei, "Relationship Between Pupil Control Ideology and Sense of Power of Teachers in Selected Public Schools", doctoral dissertation, University of Akron, 1971.

Appendix A

Letter of Introduction to Teachers

TINLEY PARK HIGH SCHOOL

DISTRICT 228 • 6111 West 175th Street • Tinley Park, Illinois 60477 708-532-1900

DR. JAMES E. RIORDAN, Superintendent
JOHN P. McGRAW, Principal

SYDNEY A. NELSON, Associate Principal LETITIA A. KIRK, Assistant Principal

May, 1992

Dear Colleague,

I realize that your day is hectic and the demands on your time are overwhelming: however, I need your assistance. I am a Doctoral candidate at Loyola University, studying the motivation and pupil control ideology of teachers. I need your input in order to complete my work.

Enclosed in this packet are questionnaires to determine your motivation and your pupil control ideology. Confidentiality of all responses will be strictly maintained.

Once you complete the questionnaires, please return your responses in the envelope included in this packet. Be sure to seal the envelope and mail it to me. Thank you in advance for your willingness to participate in this study.

Sincerely,

Letitia A. Kirk

Letitia A. Kirk
Assistant Principal

Appendix B

Teacher Information Sheet

Information Sheet

1. Name_____

2. Department_____

3. Sex ( ) Male ( ) Female

4. Marital Status
( ) Single ( ) Married ( ) Widow(er)
( ) Separated or Divorced

5. Age
( ) 20-29 years
( ) 30-39 years
( ) 40-49 years
( ) 50-59 years
( ) 60-69 years

6. Experience as an educator
( ) 1-10 years
( ) 11-20 years
( ) 21-30 years
( ) 31-40 years

7. Amount of Education
( ) Bachelor's degree
( ) Bachelor's degree plus additional credits
( ) Master's degree
( ) Master's degree plus additional credits
( ) Doctor's degree

Appendix C

Instruction for Teachers

Instructions for Teachers

The purpose of this questionnaire is to collect factual accounts of experiences which high school teachers have had that relate to motivation and satisfaction.

Relate each incident as clearly and concisely as possible.

The questionnaire data will be held in strictest confidence. The specific data gathered will only be shared with the research committee at Loyola University.

Appendix D

Survey of Job Satisfaction

Reflect on your past and current teaching experiences. Consider an incident that has been the most satisfying and has motivated you to continue teaching.

1. Describe the most satisfying experience in your teaching career.

2. Relate how you felt after this experience.

3. Estimate the intensity of the experience just described.

1	2	3	4	5
Inconsequential				Very Strong

Appendix E

Survey of Job Dissatisfaction

Reflect on your past and current teaching experiences. Consider an incident that has been the most dissatisfying and has lessened your desire to continue teaching.

1. Describe the most dissatisfying experience in your teaching career.

2. Relate how you felt after this experience.

3. Estimate the intensity of the experience just described.

1	2	3	4	5
Inconsequential				Very Strong

Appendix F

Pupil Control Ideology Test

FORM PCI

INFORMATION

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

Appendix G

The Comparator

THE COMPARATOR

Developed by

John B. Tierney, Allied Education Council and Peter A. Biggins, Industrial Relations Center

PLEASE FILL IN:

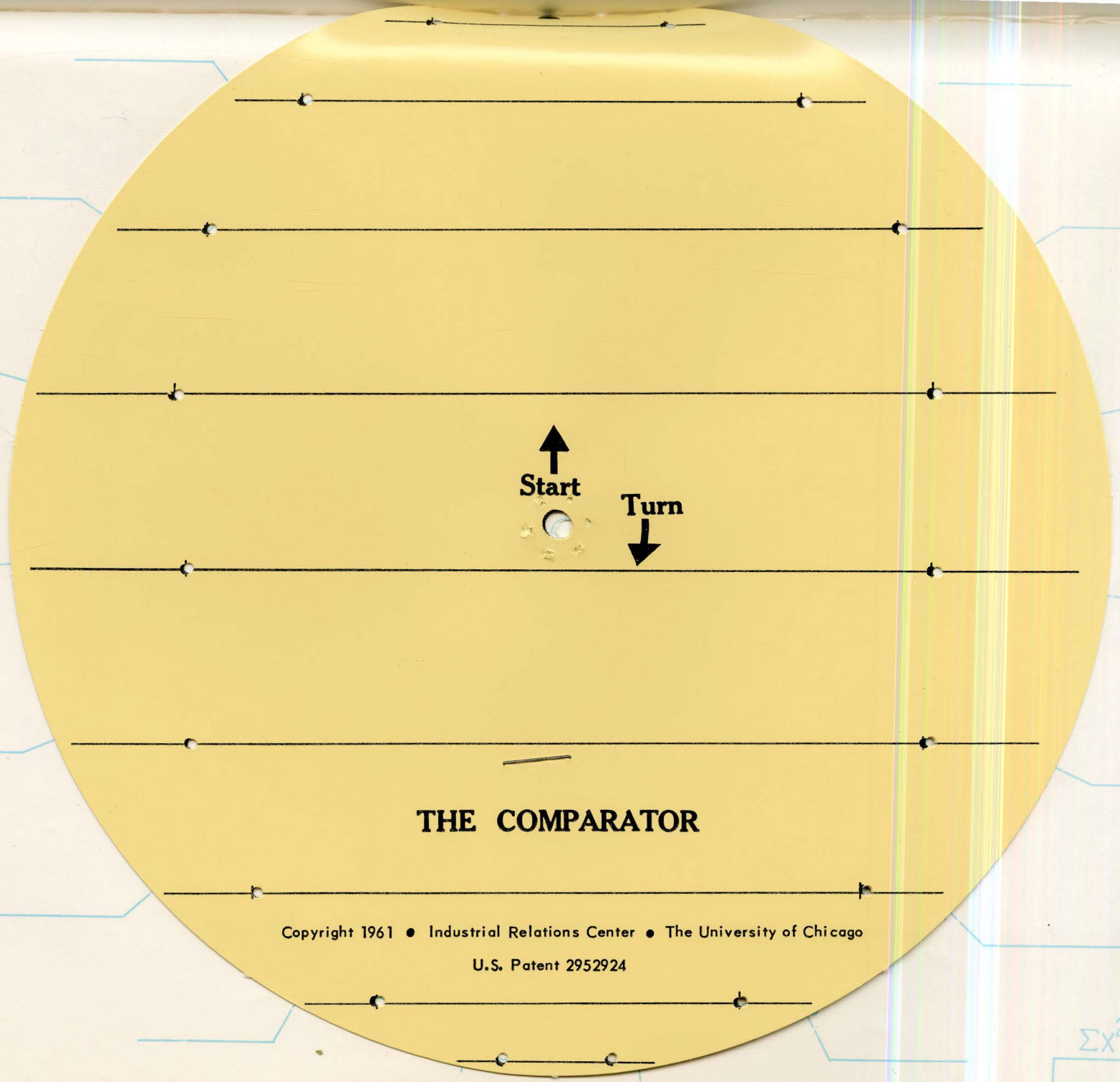
Name _____ Age _____ Sex _____ Date _____

Occupation _____

DIRECTIONS:

1. Set disc so that the "Start" arrow points straight up. The black triangle at the edge of the disc directly above the arrow should point exactly to the line coming from under the disc at its top.
2. Note now that each of the horizontal bars on the disc connects two of the elements around its circumference.
3. Select one element in each pair that you feel is more important according to the verbal instructions which you receive.
4. Put a pencil mark in the hole near the element you have selected. Place a pencil mark in only one hole for each bar. But be sure to make one mark for every bar, unless one end of a bar reads "Do Not Compare." In that case make no comparison.
5. When you have made a mark for each pair of elements, turn the disc clockwise until the black triangle points exactly to the next line coming from under the disc. Now each bar on the disc links a new pair of elements.
6. For each new pair, select the element as you did before. Put a pencil mark in the hole near the element you have selected.
7. Continue this procedure until the "Start" arrow again points straight up.
8. A selection must be made for every pair of elements. Even if you feel the elements are equal, you still must select one or the other.

TJVP-229
8-9-4000



THE COMPARATOR

U.S. Patent 2952924

Appendix H

Analysis of Variance Tests

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	23	7.01656869	0.30506820	1.34	0.1935
Error	48	10.92787576	0.22766408		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.391016	90.40577	0.477142	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
AGE	1	0.04802874	0.04802874	0.21	0.6481
SEX	1	0.08979373	0.08979373	0.39	0.5330
SINGLE	1	0.19604248	0.19604248	0.86	0.3581
EXPER	3	0.27146351	0.09048784	0.40	0.7554
EDUCATE	4	1.98232927	0.49558232	2.18	0.0857
JOB_SAT	1	0.15196137	0.15196137	0.67	0.4180
INTENS_A	3	0.91017869	0.30339290	1.33	0.2748
JOB_DSAT	5	0.95619558	0.19123912	0.84	0.5281
INTENS_B	3	0.61664838	0.20554946	0.90	0.4467
HUMAN	1	1.79392694	1.79392694	7.88	0.0072

Source	DF	Type III SS	Mean Square	F Value	Pr > F
AGE	1	0.11106278	0.11106278	0.49	0.4883
SEX	1	0.07863754	0.07863754	0.35	0.5595
SINGLE	1	0.02406993	0.02406993	0.11	0.7465
EXPER	3	0.74268038	0.24756013	1.09	0.3635
EDUCATE	4	1.59759155	0.39939789	1.75	0.1536
JOB_SAT	1	0.72199903	0.72199903	3.17	0.0813
INTENS_A	2	0.89629869	0.44814934	1.97	0.1508
JOB_DSAT	5	0.75138520	0.15027704	0.66	0.6554
INTENS_B	3	1.01546345	0.33848782	1.49	0.2300
HUMAN	1	1.79392694	1.79392694	7.88	0.0072

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	2.15115837	0.53778959	2.28	0.0696
Error	67	15.79328607	0.23572069		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.119879	91.99151	0.485511	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
AGE	1	0.04802874	0.04802874	0.20	0.6532
SEX	1	0.08979373	0.08979373	0.38	0.5392
HUMAN	1	1.99964969	1.99964969	8.48	0.0049
SEX*HUMAN	1	0.01368622	0.01368622	0.06	0.8103

Source	DF	Type III SS	Mean Square	F Value	Pr > F
AGE	1	0.00757973	0.00757973	0.03	0.8582
SEX	1	0.10281363	0.10281363	0.44	0.5112
HUMAN	1	1.98341429	1.98341429	8.41	0.0050
SEX*HUMAN	1	0.01368622	0.01368622	0.06	0.8103

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	10	2.79838236	0.27983824	1.13	0.3575
Error	61	15.14606208	0.24829610		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.155947	94.41345	0.498293	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
AGE	1	0.04802874	0.04802874	0.19	0.6616
SEX	1	0.08979373	0.08979373	0.36	0.5498
SINGLE	1	0.19604248	0.19604248	0.79	0.3777
EXPER	1	0.18852997	0.18852997	0.76	0.3870
EDUCATE	1	0.00011973	0.00011973	0.00	0.9826
JOB_SAT	1	0.01795060	0.01795060	0.07	0.7889
INTENS_A	1	0.41130635	0.41130635	1.66	0.2029
JOB_DSAT	1	0.10271566	0.10271566	0.41	0.5225
INTENS_B	1	0.26031916	0.26031916	1.05	0.3099
HUMAN	1	1.48357594	1.48357594	5.98	0.0174

Source	DF	Type III SS	Mean Square	F Value	Pr > F
AGE	1	0.05877637	0.05877637	0.24	0.6283
SEX	1	0.06475094	0.06475094	0.26	0.6114
SINGLE	1	0.00949037	0.00949037	0.04	0.8456
EXPER	1	0.08508530	0.08508530	0.34	0.5604
EDUCATE	1	0.01042712	0.01042712	0.04	0.8383
JOB_SAT	1	0.15465377	0.15465377	0.62	0.4330
INTENS_A	1	0.00006872	0.00006872	0.00	0.9868
JOB_DSAT	1	0.00232876	0.00232876	0.01	0.9232
INTENS_B	1	0.21126796	0.21126796	0.85	0.3599
HUMAN	1	1.48357594	1.48357594	5.98	0.0174

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	16	4.39871934	0.27491996	1.12	0.3639
Error	55	13.54572511	0.24628591		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.245130	94.03049	0.496272	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
JOB_DSAT	6	1.09206349	0.18201058	0.74	0.6205
INTENS_B	3	1.17409763	0.39136588	1.59	0.2024
JOB_DSAT*INTENS_B	7	2.13255822	0.30465117	1.24	0.2988

Source	DF	Type III SS	Mean Square	F Value	Pr > F
JOB_DSAT	6	1.79625154	0.29937526	1.22	0.3124
INTENS_B	3	1.06680837	0.35560279	1.44	0.2400
JOB_DSAT*INTENS_B	7	2.13255822	0.30465117	1.24	0.2988

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	2.15486486	0.43097297	1.80	0.1247
Error	66	15.78957958	0.23923605		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.120085	92.67492	0.489118	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
AGE	1	0.04802874	0.04802874	0.20	0.6556
AGEQD	1	0.00117676	0.00117676	0.00	0.9443
SEX	1	0.08985618	0.08985618	0.38	0.5421
HUMAN	1	1.99911119	1.99911119	8.36	0.0052
SEX*HUMAN	1	0.01669200	0.01669200	0.07	0.7925

Source	DF	Type III SS	Mean Square	F Value	Pr > F
AGE	1	0.00598161	0.00598161	0.03	0.8748
AGEQD	1	0.00370649	0.00370649	0.02	0.9013
SEX	1	0.09872375	0.09872375	0.41	0.5228
HUMAN	1	1.98695324	1.98695324	8.31	0.0053
SEX*HUMAN	1	0.01669200	0.01669200	0.07	0.7925

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	1.51640474	0.30328095	1.22	0.3104
Error	66	16.42803970	0.24890969		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.084506	94.53003	0.498909	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
JOB_SAT	1	0.07631258	0.07631258	0.31	0.5817
INTENS_A	3	1.40539791	0.46846597	1.88	0.1412
JOB_SAT*INTENS_A	1	0.03469425	0.03469425	0.14	0.7101

Source	DF	Type III SS	Mean Square	F Value	Pr > F
JOB_SAT	1	0.25528249	0.25528249	1.03	0.3149
INTENS_A	3	0.51559134	0.17186378	0.69	0.5611
JOB_SAT*INTENS_A	1	0.03469425	0.03469425	0.14	0.7101

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	8	3.62663725	0.45332966	1.99	0.0615
Error	63	14.31780719	0.22726678		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.202104	90.32685	0.476725	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
EDUCATE	4	1.94555780	0.48638945	2.14	0.0862
HUMAN	1	1.23865077	1.23865077	5.45	0.0228
EDUCATE*HUMAN	3	0.44242868	0.14747623	0.65	0.5866

Source	DF	Type III SS	Mean Square	F Value	Pr > F
EDUCATE	4	1.51444608	0.37861152	1.67	0.1690
HUMAN	1	0.03427588	0.03427588	0.15	0.6991
EDUCATE*HUMAN	3	0.44242868	0.14747623	0.65	0.5866

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: EFFECT Effective

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	3.18420858	0.63684172	2.85	0.0218
Error	66	14.76023587	0.22363994		
Corrected Total	71	17.94444444			

R-Square	C.V.	Root MSE	EFFECT Mean
0.177448	89.60321	0.472906	0.52777778

Source	DF	Type I SS	Mean Square	F Value	Pr > F
EDUCATE	4	1.94555780	0.48638945	2.17	0.0814
HUMAN	1	1.23865077	1.23865077	5.54	0.0216

Source	DF	Type III SS	Mean Square	F Value	Pr > F
EDUCATE	4	1.21300828	0.30325207	1.36	0.2588
HUMAN	1	1.23865077	1.23865077	5.54	0.0216

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: HUMAN Humanitarian

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	1.91264191	0.38252838	1.72	0.1428
Error	66	14.69846920	0.22270408		
Corrected Total	71	16.61111111			

R-Square	C.V.	Root MSE	HUMAN Mean
0.115142	73.86501	0.471915	0.63888889

Source	DF	Type I SS	Mean Square	F Value	Pr > F
SINGLE	1	1.28000743	1.28000743	5.75	0.0193
AGE	1	0.52089965	0.52089965	2.34	0.1310
SEX	1	0.00140865	0.00140865	0.01	0.9369
EXPER	1	0.09270958	0.09270958	0.42	0.5210
EXPER*SINGLE	1	0.01761660	0.01761660	0.08	0.7794

Source	DF	Type III SS	Mean Square	F Value	Pr > F
SINGLE	1	0.17095987	0.17095987	0.77	0.3841
AGE	1	0.19354409	0.19354409	0.87	0.3546
SEX	1	0.00495607	0.00495607	0.02	0.8819
EXPER	1	0.09836010	0.09836010	0.44	0.5086
EXPER*SINGLE	1	0.01761660	0.01761660	0.08	0.7794

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: HUMAN Humanitarian

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	1.71314390	0.57104797	2.61	0.0587
Error	68	14.89796721	0.21908775		
Corrected Total	71	16.61111111			

R-Square	C.V.	Root MSE	HUMAN Mean
0.103132	73.26283	0.468068	0.63888889

Source	DF	Type I SS	Mean Square	F Value	Pr > F
SINGLE	1	1.28000743	1.28000743	5.84	0.0183
EXPER	1	0.43035640	0.43035640	1.96	0.1656
EXPER*SINGLE	1	0.00278006	0.00278006	0.01	0.9106

Source	DF	Type III SS	Mean Square	F Value	Pr > F
SINGLE	1	0.15375794	0.15375794	0.70	0.4051
EXPER	1	0.43047207	0.43047207	1.96	0.1655
EXPER*SINGLE	1	0.00278006	0.00278006	0.01	0.9106

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: HUMAN Humanitarian

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	1.71314390	0.57104797	2.61	0.0587
Error	68	14.89796721	0.21908775		
Corrected Total	71	16.61111111			

R-Square	C.V.	Root MSE	HUMAN Mean
0.103132	73.26283	0.468068	0.63888889

Source	DF	Type I SS	Mean Square	F Value	Pr > F
EXPER	1	0.78563573	0.78563573	3.59	0.0625
SINGLE	1	0.92472811	0.92472811	4.22	0.0438
EXPER*SINGLE	1	0.00278006	0.00278006	0.01	0.9106

Source	DF	Type III SS	Mean Square	F Value	Pr > F
EXPER	1	0.43047207	0.43047207	1.96	0.1655
SINGLE	1	0.15375794	0.15375794	0.70	0.4051
EXPER*SINGLE	1	0.00278006	0.00278006	0.01	0.9106

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: HUMAN Humanitarian

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	1.80090708	0.90045354	4.20	0.0191
Error	69	14.81020403	0.21464064		
Corrected Total	71	16.61111111			

R-Square	C.V.	Root MSE	HUMAN Mean
0.108416	72.51547	0.463293	0.63888889

Source	DF	Type I SS	Mean Square	F Value	Pr > F
AGE	1	1.20071838	1.20071838	5.59	0.0208
SINGLE	1	0.60018870	0.60018870	2.80	0.0990

Source	DF	Type III SS	Mean Square	F Value	Pr > F
AGE	1	0.52089965	0.52089965	2.43	0.1238
SINGLE	1	0.60018870	0.60018870	2.80	0.0990

General Linear Models Procedure
Class Level Information

Class	Levels	Values
SEX	2	Female Male
SINGLE	2	NO YES
EXPER	4	1-10 11-20 21-30 31-40
EDUCATE	5	BA BA+ DR MA MA+
JOB_SAT	2	RECOGN WORK
INTENS_A	4	3 4 INCONSEQ V_STRG
JOB_DSAT	7	COMPANY CONDIT PEERS SALARY SUBORD SUPERIOR SUPERVIS
INTENS_B	4	3 4 INCONSEQ V_STRG
HUMAN	2	NO YES

Number of observations in data set = 72

General Linear Models Procedure

Dependent Variable: HUMAN Humanitarian

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	6	2.48840975	0.41473496	1.91	0.0926
Error	65	14.12270136	0.21727233		
Corrected Total	71	16.61111111			

R-Square	C.V.	Root MSE	HUMAN Mean
0.149804	72.95866	0.466125	0.63888889

Source	DF	Type I SS	Mean Square	F Value	Pr > F
EDUCATE	4	1.63786550	0.40946637	1.88	0.1237
AGE	1	0.39656792	0.39656792	1.83	0.1814
SINGLE	1	0.45397633	0.45397633	2.09	0.1531

Source	DF	Type III SS	Mean Square	F Value	Pr > F
EDUCATE	4	0.68750267	0.17187567	0.79	0.5352
AGE	1	0.11778459	0.11778459	0.54	0.4642
SINGLE	1	0.45397633	0.45397633	2.09	0.1531

APPROVAL SHEET

The dissertation submitted by Letitia A. Kirk has been read and approved by the following committee:

Dr. Philip Carlin, Associate Professor
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Max A. Bailey, Acting Chairman, Graduate School
Associate Professor, Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Joan K. Smith, Associate Dean, Graduate School
Professor, Educational Leadership and Policy Studies
Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

December 1, 1992
Date

Philip M. Carlin
Director's Signature